DOCUMENT RESUME

ED 126 749 HE 007 277

TITLE Ramapo College of New Jersey Handbook for Professional Staff, 1975-1976.
INSTITUTION Ramapo Coll. of New Jersey, Mahwah.
PUB DATE [75]
NOTE 112p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Administrative Organization; Administrative Personnel; *Administrative Policy; Administrator Responsibility; Affirmative Action; Ancillary Services; *College Faculty; Educational Philosophy; Faculty Promotion; *Governance; *Higher Education; Instructional Staff; Job Tenure; *Personnel Policy; Research; *State Colleges; Teacher Responsibility
IDENTIFIERS *Faculty Handbooks; Ramapo College

ABSTRACT

While the faculty handbook of Ramapo College is not intended to give complete and detailed information about all of the college's policies and procedures, it is intended to serve as a guide to the administrative and academic regulations, procedures, and obligations as of 1975-76. Sections are: (1) organization and governance, containing general descriptive material on the organization of the college and the functions of its various committees and officers; (2) academic policies, giving a sense of the philosophic thrust of the college and examination of academic programs; (3) personnel policies as developed through contractual negotiations; (4) pension and insurance plans; (5) student services, including information on activities and support services available to students. (KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126749

PAMAPO COLLEGE OF NEW JERSEY

Mahwah, New Jersey 07430

HANDBOOK FOR PROFESSIONAL STAFF

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

HE 007 277

1975-1976

WELCOME

Welcome to all faculty and staff members of the College, and best wishes for a successful year, despite all the budget problems we are facing.

As usual, it appears that we shall be working intensively throughout the year in a number of projects that are vital to the future success of the College, quite apart from the demands of the ongoing programs of instruction, and I appreciate your enthusiastic participation in these activities.

The first special activity before us is, of course, the forthcoming visit of the Middle States evaluation team, scheduled for September 21 - 24. In connection with this visit the College has produced a Self Study Report on all aspects of our operations. Copies of the report are being made available to each academic unit so that all members of the faculty and staff will have access to it. If you have not yet done so, I would ask that you all please read through the report before September 21 and cooperate with members of the team during their visit to the campus. In this way we can help to ensure that the College will be recommended for full accreditation as a result of this evaluation.

Other special agenda items were mentioned in the year-end wrap-up meeting last June, and I look forward to coming to grips with these matters as the year proceeds. This will involve a reappraisal of the role of the College Senate and the Student and Faculty Assemblies in the development of College policies, which may lead to a streamlining of procedures so that time spent in committee meetings will be put to greater advantage.

In conclusion I would like to thank Vice Presidents Cassidy and Jacobs and their staffs for compiling this handbook, which will be helpful to all members of the College community in reaching a fuller understanding of our current policies and procedures.

George T. Potter
President

PREFACE

This Handbook for Professional Staff has two main purposes: first, to provide a reference work on topics of interest to present and prospective Ramapo College faculty and professional staff; and second, to provide information useful for the great number of Ramapo College professional staff who are tutors.

Section III on Academic Policies should be especially useful in this latter regard since its reading should give the tutor a good sense of the philosophic thrust of the College as well as answer more detailed questions about academic programs.

Section II on Organization and Governance contains general descriptive material on the organization of the College and the functions of its various committees and officers.

Section IV summarizes personnel policies as developed through contractual negotiations between the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO, and the State of New Jersey and as recommended and adopted by the College Senate and Board of Trustees.

Section VI has information relating to pension and insurance plans as well as useful information on routine procedures and policies in the College.

Section V describes the functions of the Student Services units and includes information on activities and support services available to students. Also, information on the Child Care Center and Women's Center--facilities available for use by the entire Ramapo community--is included.

This Handbook for Professional Staff is not intended to give complete and detailed information about all of Ramapo College's policies and procedures. Its function is to serve as a guide to the administrative and academic regulations procedures, and obligations as they now apply. A college or university is, of course, never static. As changes or additions to policies and procedures occur, additional printed information will be distributed as replacement materials or for inclusion in this handbook.

John Robert Cassidy
Vice President for Academic Affairs

TABLE OF CONTENTS

II. ORGANIZATION AND GOVERNANCE

New Jersey Department of Higher Education . . . . . II - 3
Accreditation Status . . . . . II - 4
Board of Trustees . . . . . II - 5
Committees of the Board . . . . . II - 5
Ramapo College Development Fund . . . . . II - 6
College Governance . . . . . II - 6
Office of the President . . . . . II - 6
Office of the Vice President for Academic Affairs . . . . . II - 7
Office of the Vice President for Administration and Finance . . II - 8
The Schools and Divisions . . . . . II - 10
The Council of Directors . . . . . II - 10
Unit Governance . . . . . II - 10
Selection of Directors . . . . . II - 11
The College Senate . . . . . II - 11
By-laws . . . . . II - 13
Faculty and Student Assemblies . . . . . II - 18
Faculty Assembly . . . . . II - 18
Faculty Organization of Ramapo College . . . . . II - 18
By-laws of the Faculty Assembly . . . . . II - 19
By-laws of the Student Assembly . . . . . II - 21
General Provisions Concerning College Organization . . . . . II - 25
All-College Affirmative Action Committee . . . . . II - 26
All-College Curriculum Committee . . . . . II - 27
All-College Tenure Committee . . . . . II - 29
All-College Promotions Committee . . . . . II - 29

III. ACADEMIC POLICIES

Educational Philosophy . . . . . III - 1
Degree Requirements . . . . . III - 1
Grading Policy . . . . . III - 4
Turning in of Grades . . . . . III - 5
Student Classifications. . . . . III - 5
Academic Standing . . . . . III - 6
Violation of Academic Integrity . . . . . III - 7
Honors at Time of Graduation . . . . . III - 8
Students Schedules and Credit Arrangements . . . . . III - 8
Final Examinations . . . . . III - 8
Meeting Classes . . . . . III - 9
Speakers for Classes . . . . . III - 9
Duplication of Copyrighted Material . . . . . III - 9
Educational Opportunity Fund Program . . . . . III - 9
Granting Credit for Prior Experience . . . . . III - 10
Credit Through Standardized Tests . . . . . III - 10
The Ramapo Faculty Colloquia . . . . . III - 11
The Tutorial Program . . . . . III - 11

IV. ACADEMIC PERSONNEL POLICIES

ACADEMIC FREEDOM . . . . . IV - 1

APPOINTMENT AND RETENTION OF EMPLOYEES . . . . . IV - 1
- Appointment and Reappointment . . . . . IV - 1
- Period of Appointment . . . . . IV - 2
- Provisions of Appointment and Reappointment . . . . . IV - 2
- Appointment Above Step . . . . . IV - 3
- Notice of Reappointment or Nonreappointment . . . . . IV - 3
- Notice of Nonrenewal for Employees Serving under a "Multi-Year Contract" . . . . . IV - 4
- Vacancies . . . . . IV - 4
- Affirmative Action Policy and Plan . . . . . IV - 5
- Hiring . . . . . IV - 6
- Qualifications for Rank . . . . . IV - 7

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND REAPPOINTMENT WITH TENURE . . . . . IV - 8
- Effective Teaching . . . . . IV - 8
- Scholarly Achievement . . . . . IV - 10
- Contribution to College and Community . . . . . IV - 10
- Fulfillment of Professional Responsibilities . . . . . IV - 11

RENEWAL OF FACULTY CONTRACTS . . . . . IV - 12
- Statement of General Policy . . . . . IV - 12
- Contracts of Nontenured Faculty Members . . . . . IV - 13
- Contracts of Tenured Faculty Members . . . . . IV - 13
- Procedures for Renewal of the Contract of Nontenured Faculty Members . . . . . IV - 14
- Resignation . . . . . IV - 14
- Retirement . . . . . IV - 14
- Transfer among State Colleges . . . . . IV - 14

RAMAPO COLLEGE TENURE AND PROMOTIONS POLICIES AND PLAN . . . . . IV - 15
- Forward . . . . . IV - 15
- Procedural Standards . . . . . IV - 15
- Tenure Law: Title 18A, Chapter 60 and its Supplement, Chapter 163, Assembly Bill No. 328 of the New Jersey Statutes . . . . . IV - 15
- Tenure Process at Ramapo . . . . . IV - 16
- All-College Tenure Committee . . . . . IV - 19
- A Tenure Plan for Ramapo 1973-82 . . . . . IV - 20
- All-College Tenure Committee Procedures . . . . . IV - 21
- Promotion of Professional Staff . . . . . IV - 22
- Promotion Process at Ramapo . . . . . IV - 24
- All-College Promotions Committee . . . . . IV - 26
- All-College Promotions Committee Procedures . . . . . IV - 26

RELEASED TIME FOR FACULTY RESEARCH . . . . . IV - 27
- Eligibility . . . . . IV - 28
- Deadlines for Research Grants . . . . . IV - 28
- Application . . . . . IV - 28
- Other Procedural Requirements . . . . . IV - 28

OBLIGATIONS TO ATTEND SPECIAL MEETINGS AND COMMENCEMENT . . . . . IV - 29

OFFICE HOURS FOR STUDENT CONSULTATION . . . . . IV - 29

STATEMENT CONCERNING CONDUCT, RESPONSIBILITY AND DUE PROCESS . . . . IV - 29
General Application of Rules . . . . . IV - 29
Freedom of Speech and Assembly . . . . . IV - 30
Proscribed Conduct . . . . . IV - 30
Additional Proscriptions . . . . . IV - 30
Enforcement Program . . . . . IV - 31
Procedures - Faculty, Staff, Visitors, and Vendors . . . . . IV - 31
Procedures - Students . . . . . IV - 31
Campus Hearing Board . . . . . IV - 32
Penalties . . . . . IV - 32
The Concept of Double Jeopardy . . . . . IV - 33
Traffic Violations . . . . . IV - 33
Emergency Procedures . . . . . IV - 33
Notification of College Rules and Procedures . . . . . IV - 34
Amendment of College Rules and Procedures . . . . . IV - 34

EVALUATING EFFECTIVE TEACHING: POLICIES AND PROCEDURES . . . . . IV - 34
Student Evaluation of Effective Teaching . . . . . IV - 34
Administration of Student Evaluation Forms . . . . . IV - 35
Unit Director Class Visitation and Evaluation of Effective Teaching . . . . . IV - 35

V. STUDENT SERVICES

Organization . . . . . V - 2
Career Planning and Placement . . . . . V - 2
Child Care . . . . . V - 2
Counseling and Psychological Services . . . . . V - 3
Health Services . . . . . V - 3
Housing . . . . . V - 4
Student Activities . . . . . V - 4
Veterans Affairs . . . . . V - 5
The Women's Center . . . . . V - 5

VI. FACULTY SERVICES

Retirement Annuity . . . . . VI - 1
Life and Disability Insurance . . . . . VI - 1
Health Benefits . . . . . VI - 1
Pay Checks . . . . . VI - 2
Unemployment Insurance . . . . . VI - 2
Credit Union . . . . . VI - 2
The Library . . . . . VI - 3
Media Center . . . . . VI - 3

Ramapo College Club . . . . . VI - 4
Computer Services Department . . . . . VI - 4
Office of Institutional Planning/Research/Analysis . . . . . VI - 4
Bookstore Procedures . . . . . VI - 4
Release of Information to the Press . . . . . VI - 5
Solicitation of Outside Funds . . . . . VI - 5
Scheduling of College Facilities . . . . . VI - 5
Housing . . . . . VI - 6
Administrative Manual . . . . . VI - 6
Duplication of Copyrighted Material . . . . . VI - 6
Purchase of Supplies and Equipment . . . . . VI - 6
Outgoing Mail . . . . . VI - 6

II

ORGANIZATION

AND

GOVERNANCE

The organization and governance of Ramapo College are a function of its three-fold responsibilities: first, to the State of New Jersey, which provides the College's legislative status within the State College system and vests authority for the "government, control, conduct, and administration" of the College in the Board of Trustees; second, to the academic and educational community of which it is a part, represented by the Middle States Association of the Commission on Higher Education, as well as by the College's faculty and professional educators; and, finally, to its students, both those who are in the process of fulfilling their educational goals within the College, and ultimately, those who have received Ramapo College degrees.

The following informational paragraphs are designed to set forth the College's existing and emergent organizational and governance structures corresponding to these responsibilities, and thereby to provide the basis of a knowledgeable and effective participation by members of the College community in their fulfillment.

N. J. Department of Higher Education

Ramapo College of New Jersey has been established by the State of New Jersey as a state supported institution of higher education. Authorized under the New Jersey Public Buildings Construction Bond Act of 1968, it operates under the general legislation established by the state for the development of a system of higher education.

The college will remain in its initial years as an undergraduate liberal arts college, following the provisions outlined in the enabling legislation, which stipulates that "such colleges shall be maintained for the purpose of providing higher education in the liberal arts and sciences and various professional areas including the science of education and the art of teaching at such places as may be provided by law."

Ramapo College takes its place as part of an emerging state system of higher education, working within a framework established by the State Board of Higher Education. The current membership of this State Board is as follows:

STATE BOARD OF HIGHER EDUCATION

Gilbert G. Roessner, Chairperson	Summit
Katherine K. Neuberger, Vice Chairperson	Lincroft
William O. Baker	Madison
Anthony J. Bartolotta	Newark
Edward E. Booher	Cranbury
James I. Butzner	Woodbury
Marion G. Epstein	Princeton
Rabbi Martin Freedman	Paterson
Franklin P. Gerard	East Orange
Rabbi Henry B. Kellman	Pennsauken
William H. McLean	Short Hills
Claire W. Nagle	Bound Brook
Hubert F. O'Brien	Short Hills
Sydney G. Stevens	Princeton
Deborah P. Wolfe	Cranford
Ralph A. Dungan, ex-officio Chancellor of Higher Education	
Fred G. Burke, ex-officio Commissioner of Education	

Details of the framework within which the college operates are developed in consultation between the State Board and the Council of State Colleges which meets regularly through the year to discuss recommended policies and procedures.

Accreditation Status

Since its inception, Ramapo College has been working closely with the Middle States Association of the Commission on Higher Education and its representatives to assure, at the earliest possible date, its full accreditation status.

Such status cannot be achieved until winter 1975, after the first freshman class has completed the full program of instruction and been graduated. However, Ramapo College has already progressed toward the final stages of the accreditation process. Correspondent status was achieved prior to the College's opening in September, 1971, and, on June 23, 1973, Ramapo was accepted by the Middle States Association as a candidate for accreditation.

In June, 1974, a steering committee was formed to plan the requisite self-study. The committee is composed of:

Faculty Co-Chairperson of the Senate
Student Co-Chairperson of the Senate
Chairperson of the A.F.T.
Chairperson of the Student Assembly
Representative of the Faculty Assembly
Representative of the Alumni Association
Representatives of each School and of the Division of Teacher Education and Professional Institutes. (These representatives are to include faculty and students, men and women, and minority group representation. Faculty representation should include new faculty as well as old. At least one School should be represented by a Director. Only one representative from each teaching unit (7 - 9) depending on the outcome of the Human Environment split.)
Representative from the E.O.F. Program
Representative from Academic Affairs
Representative of the Office of Vice President for Administration/Finance
Representative of the Dean of Students
Representative of the Board of Trustees
Director of Institutional Research, Mr. Waring

The self-study will include a statement of the College's goals and objectives and the organization of task forces to evaluate attainment of these goals. Completion of the self-study is targeted for May, 1975.

In May and June, 1975, the College, in conjunction with the Middle States Association, will select an evaluation team. It is expected that this team will visit the College in late September and early October, 1975. Full accreditation status could then be awarded at the December, 1975, Middle States Association meeting.

Although Ramapo College cannot, by Association rule, go beyond Candidate status before winter, 1975, its students have not been placed at an accreditation disadvantage. Arrangements have already been made for all credits and degrees awarded by the College to be recognized by other colleges and universities on the same basis as they would recognize credits and degrees awarded by a fully accredited institution of higher education. The President of the College has

expressed willingness to assume personal responsibility for the resolution of problems that may arise from efforts of Ramapo students to transfer credits to another institution.

Board of Trustees

The government, conduct, control, management, and administration of the college is vested in a nine-member Board of Trustees appointed by the Board of Higher Education subject to the approval of the governor. The current membership of the Board of Trustees is as follows:

Norma Jones, Chairperson	West Orange
Florence Thomases, Vice Chairperson	Englewood
Dewain Albritton	Passaic
Robert B. Clark	Madison
Alexander Esparra	Paterson
Seymour Herr	Teaneck
William MacKay	Upper Montclair
Craig Senft	Ridgewood

George T. Potter, President - ex-officio
One faculty member and one student - elected by Senate as non-voting members.

Committees of the Board

Because of the volume of work to be covered, Trustees have formed four working committees, each having two or three members, one Trustee acting as chairperson, plus the Board chairperson in addition to one student and one faculty member elected by the Senate. Committees are often convened several times during a month: then reports and recommendations for action are submitted to the entire Board for action at its regular monthly meeting.

1. Personnel Policies Committee. Comprehensively reviews all recommendations for administrative and faculty appointments, reappointments, promotions, and grievances, for final approval or disapproval.

2. Educational Policies Committee: Responsible for all matters concerning School structure, major programs, courses of study, graduation requirements, college governance, tuition for staff, and all other educational concerns including concerns raised in the general area of Student Services.

3. Finance Committee: Together with the finance officers of the college, oversees, reviews and acts upon all budgetary matters.

4. Campus Development Committee: Plans development of physical plant, appoints architect, reviews maintenance of plant and beautification of campus, reviews and approves cost and need for additional structures or expansion of existing facilities.

Ramapo College Development Fund

Established by the Board of Trustees to build a financial resource that may be used "to enhance, support, and complement the total vision of Ramapo College," The College Development Fund derives its membership from the Board of Trustees and from other concerned members of the college community.

The charge of this group is "to stimulate, solicit, receive, and promote the receipt of resources from grants, bequests, and gifts offered by individuals, organizations, and foundations," and to determine the uses to which these shall be put.

Along with a record of other deliberations of the Board of Trustees, the President of the College circulates regular reports of the activities of The College Development Fund.

College Governance

Brought to birth during a period of academic crisis that has had a powerful nationwide impact upon concepts of college and university governance, Ramapo College has sought, through the application of creative rationality, to construct a system of governance that is responsive to its particular obligations and needs as an institution of higher learning.

Community opinion has generally supported a concept of shared authority, and a commensurate structure that integrates and coordinates the various component interests of the College. The challenge of the past years has been the creation of constructive processes of decision making that maintain a clear sense of mutuality of purpose without disregarding the primary interest in and responsibility for certain areas of educational concern possessed by the various components.

As a result, the internal governance structure of the College has undergone a steady process of growth, review, and self-analysis during its three years of operation. That dynamic process still continues, and governance inevitably will enjoy a fourth year of growth bringing together the insights derived both from its first 3 years of experience and from the many ideas and human resources of its new faculty, administration, and students.

Office of the President

As chief administrative officer the President is responsible for all administrative operations of the College. The senior officers reporting to the President are Vice President for Administration and Finance (Arthur Jacobs); the Vice President for Academic Affairs (John Robert Cassidy); and the Dean of Students (Robert Barth).

To coordinate the wide range of activity thus subsumed within his office, professional staff, support staff and students, the President is advised by an Executive Council that, during the past two years, has been made increasingly reflective of the composition of the College community.

In addition to the executive officers already named, membership on the Council includes the Head Librarian (Norma Yueh); the Director of Institutional Research (Fred Waring); the President's Administrative Assistant (Estelle Rogol); the Director of Academic Services (Timothy Robinson); the Registrar (Nancy Flora); the Director of Affirmative Action (Fred Wilkes); the Director of the E.O.F. Program (Carolyn Jackson); the Faculty and Student co-chairpersons respectively of the College Senate; and the chairpersons respectively of the Faculty and Student Assemblies.

The Executive Council meets regularly during the academic year; minutes of its deliberations are circulated to all unit heads, who make them available to the faculty, staff, and students of the unit, and are on deposit in the library.

The Presidents' Unit, which meets regularly and is responsible directly to him includes, in addition to the three senior officers mentioned in paragraph one, the Director of Institutional Research (Fred Waring); the Director of Affirmative Action (Fred Wilkes); the Assistant to the President for Public Information (Thomas Finnegan); the Assistant to the President for Campus Development (Raymond Pennotti); and the acting Director of the Educational Opportunity Fund Program (Carolyn Jackson).

Office of the Vice President for Academic Affairs

The Vice President for Academic Affairs is responsible for the curricula and faculty of the College. Reporting to his office are the Directors of the six Schools of American Studies, Contemporary Arts, Human Environment, Intercultural Studies, Theoretical and Applied Science, and Metropolitan and Community Studies, as well as the Directors of the three Divisions of Professional Institutes, Teacher Education/Physical Education, and the Learning Center.

Other officers bearing line responsibility to the Vice President are the Director of Library Services and the Director of Academic Services.

The members of the Vice President's staff include the Director of Tutorials, the Director of Field Studies, and the Director of Academic Planning and Administration.

In his capacity as Vice President, the incumbent serves as presiding officer of the College Senate. The Council and Committee of Directors assist the Academic Vice President in the implementation of academic policy. The Curriculum Committee of the College serves as an advisory body on the implementation of the curricular policies of the College.

Office of the Vice President for Administration and Finance

The Vice President for Administration and Finance participates in the formulation of overall college policies and has particular responsibility for administration and fiscal affairs. As the chief fiscal officer of the college, he prepares the Ramapo budget and exercises fiscal planning and control. He presents, justifies, continuously evaluates and analyzes the budget with on-campus constituencies, the Board of Trustees, the Department of Higher Education, and the Bureau of the Budget.

The Vice President for Administration and Finance also prepares the policy and procedures relating to departments within his division and to the interrelationships between his departments and the other divisions of the college. He develops plans and programs in the areas of administration, financial management, and general support services. Responsibility for campus security, the operation and maintenance of physical plant, and personnel administration rests with the Vice President's office as does participatory management of the College Development Fund. In addition, the Vice President develops and implements contracts with the college's food service and bookstore contractors.

The Vice President also acts as college liaison with the State Attorney General on all legal affairs and handles all other legal matters pertaining to the College.

Implementation of the collective bargaining agreements with the unions representing faculty and other staff members is the responsibility of the office. In particular, the Vice President handles Step of the formal grievance procedure as stipulated in Article VII, Section D of the current agreement between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT-AFT, AFL-CIO.

The units under the jurisdiction of the Vice President for Administration and Finance are:

Office of Business Services - responsible for expending college appropriations, keeping track of expenditures, financial statements, collecting tuition and all other revenue, purchasing, receiving of merchandise, implementing Civil Service procedures for all college personnel, recruiting and orienting new employees, preparing and certifying payroll, and providing telephone, mail, delivery, duplicating and printing services.

Maintenance Department - responsible for the maintenance, repair, and cleanliness of all college buildings and grounds.

Office of Campus Security - responsible for policing and security of the college area, the safeguarding of life and property, and enforcement of parking and security regulations.

The Schools and Divisions

The educational structure of the College is defined principally by its six Schools: American Studies (Director, Howard Radest), Contemporary Arts (Director, Kathleen Sunshine), Human Environment (Director,), Intercultural Studies (Director, Walter Brown), Metropolitan and Community Studies (Director, Sebastian Raciti), and Theoretical and Applied Science (Director, Herman Kaufman). Each of these contains the disciplinary and interdisciplinary programs appropriate to its concept, and establishes the degree requirements of the students who elect it as their educational homebase during their career at Ramapo. Schools also receive curricular support from the three Divisions: Teacher Education and Physical Education (Director, John White); and Professional Institutes (Director, Paul Adams), which helps prepare students for careers in Education and in Management, and the Learning Skills Center (Director, Robert Christopher), which helps prepare students in developing basic learning skills.

It must be added that existing units do not necessarily draw the limits of Ramapo's educational development. This year a new School has been added to the academic structure, The School of Metropolitan and Community Studies, which has been under consideration for the past two years. Suggestions for the development of other Schools will undoubtedly be assessed regularly in the future.

The Council of Directors

The Vice President for Academic Affairs meets regularly with the Directors of the Schools and Divisions to coordinate their various activities, to discuss future plans, and to advise him on the implementation of educational policy. Any policy recommendations that may emerge from this group are passed on to the Academic Affairs Committee of the College Senate for deliberation.

The Council's deliberations are recorded and circulated, through the Unit Heads, to the Unit Councils of the Schools and Divisions.

Unit Governance

The internal operations of the Schools and Divisions are supervised by their Directors, who also function as chairpersons of the policy-making bodies of their respective units and who report directly to the Vice President for Academic Affairs.

Generally speaking, both faculty and students are voting participants in their appropriate Unit Councils. The particular composition and procedures of each, however, having evolved independently, vary somewhat from Council to Council. Their constitutions or by-laws, as they are developed, are made available to all interested members of the College Community.

While enjoying relative autonomy over their respective operations, the Unit Councils are significantly tied to the college-wide governance structure. Not only are Directors ex-officio members of the College Senate (See page II-11), but each Council yearly elects faculty and student representatives to that body, and

faculty representatives to the All-College Committee on Promotions, the All-College Curriculum Committee and the All-College Tenure Committee.

Further, a principle of equal representation of Schools (and sometimes of Divisions) has largely guided the choice of membership on other committees of college-wide interest.

As a matter of course, minutes of the Unit Council meetings of the Schools are sent to all other Unit Heads for their information and the information of faculty, staff, and student unit members.

Selection of Directors

The definition of Unit responsibility in the mode of selection or reappointment of Directors of Schools and Divisions was the subject of considerable college-wide debate in the Spring of 1972. The outcome of that debate was the approval of the following guidelines by the College Senate and the Board of Trustees:

1. Every effort will be made to insure that Directors of Schools and Divisions have faculty status.

2. The nomination of Directors will begin at the Unit Council level with each Unit Council determining the specific form of electoral process which it will employ.

3. The Unit Council will inform the College President of the results of its nomination process, and the President in turn will consult with the Unit Council concerning the results.

4. Final decisions concerning the appointment of Directors of Schools and Divisions rest with the President and the Board of Trustees.

5. Directors of Schools and Divisions will serve for one (1) year terms of office.

The College Senate

Chief among the instruments designed to meet the challenge of cooperative decision-making and to facilitate the development of mutual consent is the College Senate. The Senate, as now constructed, is composed of 72 voting members elected for terms not exceeding one year and three ex-officio and non-voting members.

These representatives derive their status as Senators through various means: The Administrative officers, by virtue of their offices; the Faculty and Students by election, by vote from within the constituencies of the Unit Councils of the several Schools and Divisons of the College, and from the Faculty and Student Assemblies. Representation has also been drawn from the Student Services, Library, Clerical and Maintenance Staffs of the College, through election within these constituencies. The Vice President for Academic Affairs is the body's non-voting, presiding officer.

The functions, procedures, and committee operations of the Senate are set forth in detail in its by-laws, ratified 10 November, 1971, and subsequently amended 29 November, 1972.

Article III, Section 3 of the College Senate By-Laws was again amended to increase student representation to 25 when the Student Assembly misinterpreted the consequences of the Senate's action of 29 November, 1972, and elected three more representatives than it was properly entitled to.

BY LAWS
OF THE COLLEGE SENATE
RAMAPO COLLEGE OF NEW JERSEY

Article I

NAME

The name of this organization shall be the College Senate of Ramapo College of New Jersey.

Article II

OBJECT

It shall be the purpose of the College Senate to share in the development and review of policies, standards, programs, and goals of the College and to forward its proposals to the President of the College who shall pass on such proposals to the Board of Trustees with his recommendations.

Article III

MEMBERS

The College Senate is composed of 72 voting members elected for terms not exceeding one year, and 3 ex-officio and non-voting members. Representation will be apportioned as follows:

1. Fifteen Administrative members: the five Directors of the Schools, the Directors of the Divisions of Community Services, Professional Institutes, and Teacher Education-Physical Education, Head Librarian, Director of Athletics, Director of Academic Services, (the Registrar), the Dean of students, Director of Admissions, Director of Business Services, and Assistant to the President for Campus Development.

2. Twenty-three Faculty: two faculty representatives from each of the Schools, one faculty representative from each of the divisions, the Chairman and Vice-chairman of the Faculty Assembly, seven Faculty members elected by the Faculty Assembly, and one staff representative from the Library-Audio Visual staff.

3. Twenty-five Students: two student representatives from each of the Schools, one student representative from each of the Divisions, the Chairman and Vice-chairman of the student Assembly, and ten students elected by the Student Assembly.

4. Nine representatives from other groups: one clerical member from the general support staff, one non-clerical member from the general support staff, one representative from the staff of Student Services, one representative from the staff of Admissions and Financial Aid, one representative from the combined staff of Business and Academic Services, two representatives of the adjunct faculty, and two representatives of the part-time students.

5. Three non-voting members: The President of the College, Vice President for Academic Affairs, and Vice President for Administration and Finance.

Article IV

OFFICERS

1. The Vice President for Academic Affairs shall serve as the ex-officio, non-voting presiding officer of the Senate. He shall preside over Senate meetings and the meetings of the Executive Steering Committee of the Senate.

2. The Senate shall elect two chairmen from its membership, one being a faculty member and the other a student for terms of office not exceeding one year. It shall be the function of either the faculty or student chairman as designated by the presiding officer to preside over Senate meetings in his absence and to serve as members of the Executive Steering Committee of the Senate.

3. The Executive Steering Committee of the Senate shall be composed of the Co-chairmen of the Senate, the Chairman of the Faculty Assembly, the Chairman of the Student Assembly, one administrator, and the Vice President for Academic Affairs (presiding officer of the Senate).

4. The presiding officer shall appoint the parliamentarian for a term of one year with the consent of the Senate.

5. The Senate will elect from its membership a Secretary for a term of office not exceeding one year.

Article V

THE EXECUTIVE STEERING COMMITTEE

The responsibilities of the Executive Steering Committee include:

1. Developing the agenda of the Senate.

2. Referring Senate business to the appropriate Senate committees for deliberation and/or action.

3. Overseeing the work of these committees.

4. Providing liaison between the President's office, Presidential advisory committees and the Senate.

Article VI

MEETINGS

1. Regular meetings of the Senate shall occur on a bi-weekly basis at days and times promulgated by the Executive Steering Committee.

2. Special meetings may be called by the Executive Steering Committee as the business of the Senate warrants or upon petition from at least six members of the Senate.

Article VII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Senate in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Senate may adopt. A Senate quorum shall consist of at least fifty percent of the Senate faculty membership, fifty percent of the Senate student membership, and fifty percent of the combined Senate membership of academic support staff, general support staff, and administrative personnel.

Article VIII

COMMITTEES

STANDING COMMITTEES

1. The Academic Affairs Committee of the Senate shall be composed of seven faculty members, seven student representatives, and three representatives from the administration, all members elected by the Senate. The membership of this committee shall not be restricted solely to college senators provided that a majority of each constituent group are senators. The chairman of the Academic Affairs Committee shall be elected by the committee members.

   The responsibilities of the Academic Affairs Committee shall include matters pertaining to admissions, curriculum (new programs), academic standards, and the Tutorial Program.

2. The Personnel Policies Committee of the Senate shall be composed of seven faculty members, seven student representatives, and three representatives of the administration, all members elected by the Senate. The membership of this committee shall not be restricted solely to members of the College Senate provided that the majority of the members of each constituent group are senators. The chairman of the Personnel Policies Committee shall be elected by the members of the committee.

   The responsibilities of the Personnel Policies Committee shall include matters pertaining to hiring, reappointment, promotion, and tenure, and due process in personnel matters.

3. The Student Affairs Committee of the College Senate shall consist of four student representatives elected by the Student Assembly, three student representatives and two faculty members elected by the College Senate, and one administrator who is to be the Dean of Students. The membership of this committee shall not be restricted solely to members of the College Senate provided that the majority of each constituent group are senators. The chairman of the Student Affairs Committee shall be elected by the committee from student membership on the committee.

The responsibilities of the Student Affairs Committee shall include (1) student activities, (2) college athletic programs, (3) allocation of student activity fees, (4) student discipline and code of conduct, (5) processing of student grievances.

4. The Governance Committee of the Senate shall consist of four faculty members, four student representatives, and one representative of the administration, all members elected by the Senate. The membership of this committee shall not be restricted solely to members of the College Senate provided that the majority of each constituent group are senators.. The chairman of this committee shall be elected by the members of the committee.

   The responsibilities of the Governance Committee shall include a continuing evaluation of the effectiveness of the College governance structure and proposals for improvement in this area. It will serve additionally to process all new proposals and grievances from whatever source which pertains to college governance.

5. General:

   a. The Executive Steering Committee may appoint ad hoc committees and their chairmen from the Senate membership to negotiate additional Senate business as the necessity arises.

   b. The chairman of a Senate standing or ad hoc committee may appoint such subcommittees and subcommittee chairmen as he considers appropriate. Additionally, he may permit his subcommittee chairmen to solicit the assistance of College personnel both within and without the Senate in the conduct of subcommittee affairs.

   c. All Senate standing and ad hoc committees will make their reports to the Executive Steering Committee for incorporation into the College Senate agenda.

   d. Administrators who implement policy related to the interest of a certain Senate committee should be invited to be a member (or an ex-officio member) of that committee.

Article IX

NOTICES AND RECORDS

1. Members of the Senate will receive written copies of agenda items, related reports and materials at least three days prior to their consideration at a Senate meeting.

2. The Senate will maintain accurate minutes of its activities. Copies of these minutes will be distributed to all members of the Senate and filed in the President's office and College Library for examination by any member of the College community.

Article X

AMENDMENT OF BY LAWS

A proposal to amend these bylaws can be made by any member of the Senate. This proposal will be made to the Executive Steering Committee for further referral to the Senate Committee on College Governance. The Executive Steering Committee will distribute both the amendment proposal and the report of the Governance Committee to all members of the Senate at least ten days prior to its initial consideration at a Senate meeting. At this meeting the amendment will be presented and opened to floor debate with the actual vote on the amendment to take place at the next scheduled meeting of the Senate. A simple majority of the Senate will be required to pass the amendment.

Faculty and Student Assemblies

The roles of the Faculty and Student Assemblies have been perhaps the most problematic of the concerns arising from college governance during the past year.

Within the present structure, both Assemblies are committees of the College Senate.

Faculty Assembly

Faculty Assembly participation in College Governance through the Senate and its subcommittees has, of course, been considerable. Among the chief concerns of the review of governance by the Faculty Assembly sub-committees has been: (1) the definition of areas of primary responsibility and authority of the college faculty, and (2) how these can be properly represented within the governance structure and still avoid both duplication of effort and frustration of other interests.

During the Spring of 1972, the Faculty Assembly's independent response to these concerns resulted in a marked widening of their activities and systematizing of their procedures. In addition to the operations set forth in the following by-laws, the faculty has established an active group of committees, including: Academic Policies, Personnel Policies, Governance, Orientation, Credit Union, Faculty Seminar, and Activities Committees.

Faculty Organization of Ramapo College

An important offshoot of the Faculty Assembly has been F.O.R.C., an independent association of members of the Ramapo College faculty. Its purpose has been to clear the way for meaningful contractual negotiations with the State Board of Higher Education, through the establishment of an appropriate collective bargaining agent.

BY LAWS OF THE FACULTY ASSEMBLY

Article I

NAME

The name of this organization shall be the Faculty Assembly of Ramapo College of New Jersey.

Article II

OBJECT

It shall be the purpose of the Faculty Assembly to share in the development and review of policies, standards, programs and goals of the College.

Article III

MEMBERS

The Faculty Assembly shall be composed of all regularly appointed teaching faculty and professional librarians of the College.

Article IV

OFFICERS

1. The Faculty Assembly shall elect from its membership the following officers:

   Chairman. It shall be the duty of the Chairman to preside over Assembly meetings and to oversee the work of Assembly committees.

   Vice Chairman. It shall be the duty of the Vice Chairman to preside in the absence of the Chairman and to assist him in the supervision of Assembly committees.

   Secretary-Treasurer. The Secretary shall record the minutes of each meeting and distribute these to the membership, and handle transactions of the Assembly.

2. Officers shall be elected yearly in January: subsequently only the Vice-Chairman and Secretary shall be elected. Initially, the Chairman shall serve a one year term, and the Vice-Chairmanship shall carry with it the privilege of succession to the Chairmanship in the following year. The Secretary-Treasurer shall be elected to a one year term.

3. The Chairman of the Assembly shall receive two hours released time each semester.

Article V

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Assembly in all cases to which they are applicable and in which they are not inconsistent with these by-laws and any special rules of order the Assembly may adopt.

A quorum shall consist of 25% (15) of the membership of the Faculty Assembly.

Article VI

COMMITTEES

The Chairman shall appoint, subject to the approval of the Assembly, committees as the need arises.

Article VII

AMENDMENT OF BY - LAWS

By-laws may be amended by either a majority vote of the Assembly or two-thirds of the members present at a regularly scheduled meeting.

BY LAWS OF THE STUDENT ASSEMBLY

Article I

NAME

The name of this organization shall be the Student Assembly.

Article II

OBJECT

It shall be the purpose of the Student Assembly to participate in the college governance system, to work for the betterment of the students and to present student views to the remainder of the college community.

Article III

MEMBERS

All students, both part time and full time, are voting members of the student assembly.

Article IV

OFFICERS

The Student Assembly shall elect from their membership the following officers:

Chairperson: It shall be the duty of the chairperson to preside over assembly meetings and to oversee the work of the assembly committees. The chairperson also has the power to call assembly meetings when deemed appropriate.

Co-Chairperson: It shall be the duty of the co-chairperson to preside over the assembly meetings in the absence of the chairperson, and to assist her/him in the supervision of the assembly committees. The co-chairperson cannot be a senior.

Secretary: At the first assembly meeting the chairperson will appoint a secretary who will keep a record of assembly meetings and committees. (minutes)

The chairperson and co-chairperson along with some of the at-large senators shall be elected in October. The remainder of the at-large senators will be elected in February.

In the event that the chairperson resigns from office before his/her term is finished, the co-chairperson will assume the duties of the chairperson. If both resign, the steering committee will appoint an election committee to hold a special election for people to finish their term of office.

Any student can run for office simply by submitting an application for the office along with a paragraph about themselves to the election committee. The election committee will be appointed by the steering committee of the assembly and they shall be responsible for running the election.

The voting shall be by secret ballot.

Article V

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the assembly in all cases to which they are applicable and in which they are not inconsistent with these by-laws and any special rules of order the assembly may adopt.

The Student Assembly works on the mass meeting basis as outlined in Robert's Rules of Order.

Article VI

COMMITTEES

There shall be three (3) standing committees of the Assembly.

1. Steering Committee: It shall be the duty of the Steering Committee to draw up the agenda for the student assembly and to assist the chairperson and co-chairperson.

2. Publicity Committee: It shall be the duty of the Publicity Committee to publicize the Assembly Meetings through posters, etc.

3. Research Committee: Shall investigate issues which involve or affect students. Ad Hoc committees can be created at any time by the chairperson of any of the standing committees, by the Steering Committee or by a vote of the assembly at large.

Article VII

DISMISSAL

Any at large senator who misses three consecutive assembly or senate meetings is subject to recall and loss of their senate seat.

Article VIII

AMENDMENT OF BY - LAWS

The proposed amendment to the by laws must be circulated to the membership at least one meeting in advance of the actual vote and discussed. The amendment will be voted upon at the next meeting, with a minimum of 100 students present - 2/3 of the members present is needed for the amendment to be passed.

Staff Association

Acting upon legislative recommendation, and responding to the clear need for an independent mode of representing the interest of 'support staff,' a Staff Assembly was established in May, 1972. Concerned principally with the salary and working conditions of staff under Civil Service, but interested also in the relationship between these and the educational operations of the College through participation of their elected representatives to the College Senate, the Staff Assembly meets to develop its own procedures and to effect its stand on relevant issues.

BY LAWS OF THE
STAFF ASSOCIATION OF RAMAPO COLLEGE OF NEW JERSEY

Article I

NAME,
PURPOSE AND MEMBERSHIP

Section 1 The Name of this organization shall be Staff Association of Ramapo College of New Jersey.

Section 2 The purpose of Staff Association of Ramapo College of New Jersey is as follows:

a. To promote supportive staff welfare.
b. To unite the supportive staff of Ramapo College of New Jersey.
c. To promote and develop high standards, ethics, and practices.
d. To represent the interests of the supportive staff in any negotiations with the Administration and Board of Trustees.

Section 3 The Staff Association of Ramapo College of New Jersey shall be composed of all supportive staff who are employed full-time by the College. A $1 membership fee is required.

Article II

OFFICERS

Section 1 Staff Association of Ramapo College of New Jersey shall elect from its membership the following officers:

Chairperson: It shall be the duty of the chairperson to preside over Association meetings and to oversee the work of Association Committees.

Secretary: Two elected officers shall serve jointly in the office of secretary. This office shall record the minutes of each meeting and distribute these to the membership.

Treasurer: Shall handle any financial transactions of the Association including the $1 iniation fee.

Article III

MEETINGS

Section 1 Staff Association of Ramapo College of New Jersey will meet at least four times a year, on campus during working hours. Additional meetings can be called at the discretion of the officers.

Article IV

PARLIAMENTARY PROCEDURE

Section 1 Staff Association of Ramapo College of New Jersey agrees to use Robert's Rules of Order as their governing model in all cases to which these rules are applicable, and where they are not consistent with any special rules of order the group may adopt new ones.

Article V

COMMITTEES

Section 1 Chairperson shall appoint, subject to the approval of the Association, committees as the need arises.

Article VI

AMENDMENT OF BY LAWS

Section 1 By laws may be amended by a majority vote of the Association or 2/3 of the members present at a regularly scheduled meeting.

General Provisions Concerning College Organization

a. Each body within this system of governance may establish standing and/or ad hoc committees to further its purposes. These committees should involve both faculty members and students, and they may involve both members and non-members of the bodies concerned.

b. Administrators who implement policy related to the interest of a certain committee should be invited to be a member (or an ex-officio member) of that committee.

c. Student affairs activities, such as the apportionment of student activity fees and the regulation of student organizations, should be the responsibility of the Student Affairs Committee of the College Senate.

d. The College Senate should not abridge the rights or responsibilities of any individual School or Program. When this is considered to be the case by any School or Program, its council or its dean or director may appeal directly to the President of the College.

e. Elections provided for in this system of College Governance are for terms not exceeding one year.

f. The organizations provided for in these regulations will maintain accurate records of their activities. Copies of such records will be filed with the President's office and the College library and will be subject to examination by any member of the College community.

g. Recommendations presented for review by the next highest unit of organization within this system of organization will be automatically endorsed by the higher unit unless other action is indicated at the next regularly scheduled meeting following official receipt of the proposed recommendations.

h. Proposals for amendments to this structure can be initiated by an individual member of the College community or by any Unit Council. Such proposals will be considered by the College Senate and the Senate's recommendations will be transmitted to the President for appropriate action.

All-College Affirmative Action Committee

The college adopted a comprehensive Affirmative Action Program in November, 1973. One feature of this program provided for the establishment of an all-college Affirmative Action committee. This committee, comprised of 12 members, is constituted from 7 members elected by the College Senate (3 students, 3 faculty, and 1 support staff) and 5 members appointed by the President of the college. Ex-officio members of the committee are the President of the college, Vice President for Academic Affairs, a representative of the Personnel Office, Assistant to the President for Affirmative Action, and the Direcotr of Community Programs. Ex-officio non-voting chairman for the committee is the Assistant to the President for Affirmative Action.

The mandate is that the committee membership shall be representative of women, Blacks, and Latinos on campus. The committee functions as an advisory body to the President and makes recommendations directly to the President on matters relating to the implementation of the Ramapo College Affirmative Action Program. Its specific responsibilities include:

a. Monitoring the college's success in achieving its stated Affirmative Action hiring goals.
b. Evaluating the college's Affirmative Action policies and recommending necessary adjustments where indicated.
c. Reviewing job and salary equity of women and minority employees.
d. Establishing criteria for conducting a good-faith search effort.
e. Reviewing resolution of complaints filed by staff members.

In addition, the committee carries out such other tasks as may be assigned to it by the President of the college.

All-College Curriculum Committee

Each School and Division is responsible for the development, implementation, and content of its curriculum. It is the responsibility of the College Curriculum Committee to oversee the general college curriculum as mandated by the College Master Plan.

The essential elements of the college curricula should include a responsiveness to contemporary problems and the developmental needs of students. To meet this end, each School and Division must recognize the competence of the other Schools and Divisions.

The mandate of the College Curriculum Committee will be to review the general college curriculum subject to the procedures outlined below. The College Curriculum Committee's responsibilities subject to the jurisdiction outlined below will include:

a. overseeing the implementation of curricular definitions (i.e. "Scope and Methods," "Tutorials," etc);

b. allocating space and special equipment and facilities; and

c. recommending guidelines for the development of curriculum and the maintenance of academic continuity throughout the College to the Academic Affairs Committee of the College Senate;

d. recommending to the School and/or Division the addition (frequency) and/or deletion of course offerings based on student need and the manpower and physical facilities' capacities of each School and/or Division (i.e. insufficient course offering in any given academic area);

e. reviewing the courses or existing courses and evaluating them, where the conditions outlined in (a) below are operative;

f. reviewing the suitability of course offerings for major concentrations and advising Schools on course equivalence within the College.

When a question of course continuance or revision arises, the following procedures will be followed:

a. each School and Division may experiment with new courses. Upon petition by a member of the School or Division in which the course is given, or by the Unit Council of another School or Division, the College Curriculum Committee will have the option of reviewing the continuance of any course;

b. the Director of the unit will be notified immediately;

c. all policy recommendations of the College Curriculum Committee are forwarded directly to the Academic Affairs Committee of the Senate.

The College Curriculum Committee will be advisory to the Schools and Divisions and directly responsible to the Vice President for Academic Affairs. Minutes of its deliberations will be forwarded to the Directors of the Schools and Divisions for their information and consultation.

Membership of the College Curriculum Committee will be constituted as follows:

a. One student from each school.

b. Registrar, ex officio, non-voting.

c. Librarian, ex officio, non-voting.

d. Chairperson of each Academic Unit Curriculum Committee or equivalent responsible Faculty Member.

e. Vice President for Academic Affairs, ex officio, non-voting.

All-College Tenure Committee

The All-College Tenure Committee coordinates the recommendations for reappointment with tenure from all the units and makes recommendations, in regard to the reappointment with tenure, for all applicants.

The Committee is composed of: one faculty member and one student elected from each School and Division (including the Learning Center) and the Chief Administrative Officer beneath the President (or his designee).

Each member, other than the administrative officer, serves a two year term except for half the members of the first committee (1973-74). At the end of the first year of the committee's operations, the members select, with equitable process, which half of the members are to be replaced by new members, who will serve a full two year term. Thus, each year half the members will be replaced insuring continuity from year to year.

All members of the faculty are eligible for membership on the committee except those who are under consideration for tenure in that academic year. As more staff are reappointed with tenure, at least three out of every five appointments to the committee shall be limited to the staff in this category.

The committee applies uniform standards, as much as possible, to all candidates keeping in mind the different philosophy of each Unit.

Cases involving both tenure and promotion are considered by a joint meeting of the All-College Tenure Committee and the All-College Promotions Committee.

All-College Promotions Committee

The All-College Promotions Committee consists of one faculty member from each School and Division, one representative of the administration appointed by the President, and one student elected by the student representatives to the College Senate.

It will deal with applications for promotion from the Schools and Divisions on the part of teaching faculty. During the 1973-74 academic year, the committee also reviewed the promotion recommendations from the library in consultation with the Director of the Library and a representative of that Unit's promotions committee.

III

ACADEMIC POLICIES

Educational Philosophy

The goal of a liberal education is an individual emotionally mature and intellectually alert, who has a firm sense of his own identity and a clear sense of his responsibility to add meaning and quality to the society in which he lives. Responsibility, maturity, and the ability to effect change do not come automatically with age or academic degree, but require the ability to make informed, prudent choices, the readiness to exercise initiative, and the freedom to take independent action--which is another way of saying, the freedom to make mistakes. We believe with Arnold Toynbee that "intellectual independence at the earliest possible age should be the objective of education. The pupil should transform himself into a self-teacher, and the teacher should transform himself first into a stimulator and then into a consultant."

At Ramapo College of New Jersey, therefore, as the student progresses from introductory courses to more advanced work, he will spend much of his time in independent study, guided in direction and purpose by his faculty adviser. In some of these courses, the student will study by himself; in others, groups of students will share the exploration of a common problem.

In addition to the cultivation of initiative and independent action, a liberal arts education should recapture what Whitehead has called "the atmosphere of excitement" of education. To this end, it is intended that the caliber of faculty assembled and the design and realization of the plans for the physical campus and the academic program will result in an environment in which students and faculty will share a common excitement about the educational experience. Those planning the College, from the president to the architects to junior faculty to the student advisory group, were not insensitive to the importance of the campus as a culture, a dynamic complex of place, person, and events, every aspect of which is relevant to education.

At the center of this culture must be good teaching and sound scholarship. Both faculty and students will contribute to the achievement of these goals. The faculty members of this partnership will be qualified scholars, but scholars whose first love is teaching. For them teaching will mean, in the words of a distinguished teacher, William Arrowsmith, "what teaching has always meant: a care and concern for the future of man, a Platonic love of the species, not for what it is, but what it might be."

The College will accept as part of its overall responsibility the broadening of educational opportunity, that is, to provide opportunity and assistance to those who traditionally have not attended college for one reason or another. This does not mean an abandonment of reasonable and objective standards of performance. It does mean that special efforts will be made to attract and assist young men and women who otherwise would not complete a baccalaureate degree or even seek college admission.

Degree Requirements

Each candidate for the baccalaureate degree must meet the following College requirements:

1. Learning Skills. The ability to write with clarity and precision as well as satisfactory performance on a mathematics proficiency exam and the ability to read critically.

The first degree requirement involves the demonstration by the student that he has achieved the basic level of skill in reading, writing and the use of mathematics that suggests he can successfully complete the course work necessary for a degree. The student will be tested in these three skill areas prior to his first registration, and his performance in each area will be categorized as one of the following:

Level A: Satisfactory mastery of the skill area
Level B: Marginal mastery of the skill area
Level C: Little mastery of the skill area

For purposes of pursuing undergraduate studies, students in Level C in reading comprehension, writing or mathematics are required to complete satisfactory work at the Learning Center.

Until such work is completed in the Learning Center, students with Level C proficiency will be advised not to register for upper level courses but will not be excluded from them.

No more than 6 credits of elementary work may be counted for purposes of graduation and no more than 2 credits may be earned in any one elementary skills area. (Thus a course offered in "Academic Study Skills" may count either as a reading or writing course for this purpose.)

Transfer students who hold AA degrees or who have been admitted with 60 transfer credits will be tested prior to their first registration. The students who achieve Level C proficiency on any of the placement tests will be required to complete satisfactorily the necessary courses in the Learning Center.

These students can receive credit for these basic Learning Center courses, but these credits do not count toward the 120 credits required for graduation.

All students who have not achieved Level B proficiency by the time they have accumulated 75 credits will not be allowed to continue. Students wishing to transfer more than 60 credits have to demonstrate Level B proficiency on the placement tests.

2. Scope and Methods Seminars. Satisfactory completion of the Seminars in the Scope and Methods of four academic disciplines, three of which must be distributed in each of the major disciplinary areas (science, social science and humanities). Two of these seminars must be taken outside the student's own School; all four must be taken before the student has earned 61 semester credits.

The Scope and Methods course is Ramapo's alternative to the traditional information-crammed introductory course. The Scope and Methods Seminar introduces the student to a discipline through: (1) a study of the history of the discipline, (2) an analysis of the methods employed by those working within the discipline in the investigation of a problem, and (3) an analysis of the language and methods used to express these problems. Attention is also given to the way values or unanalyzed assumptions affect the process of investigation and explanation. There is particular emphasis on the concepts that the particular discipline shares with other disciplines. Each seminar will be designed to encourage critical thinking and questioning of values while engaging the student in concrete problem-solving experiences.

Scope and Methods courses also provide significant opportunity for the development of communication skills. Faculty are encouraged to give frequent paper writing

or less who have not achieved graduate level proficiency by the time they have accumulated a total of seventy-five (75) credits will not be allowed to register until they have demonstrated proficiency on the reading, writing, and mathematics tests. Students entering with more than fifty (50) credits who have not achieved graduation level proficiency by the time they have accumulated thirty (30) credits at the College will not be allowed to register until they have demonstrated graduation level proficiency. At this stage, students can demonstrate proficiency only by successfully retaking the test at its regularly scheduled times.

b. Procedure - In accordance with recommendations made by the 1974-75 All-College Curriculum Committee, the following procedure is effected:

1) After admission, but definitely prior to their first registration at the College, matriculated students will be required to take reading, writing, and mathematics tests.

2) A Board of Readers will grade all of the tests prior to registration. On the basis of scores on the proficiency examinations, the Board will determine which students have demonstrated graduation level proficiency and will be certified as having satisfied the proficiency requirement. Grades will be assigned as follows:

8 - demonstrates proficiency,
6 - suggests proficiency,
4 - suggests deficiency,
2 - demonstrates deficiency.

3) A score of 8 indicates fulfillment of the linguistic proficiency requirement for graduation. A score of 6, 4, or 2 does not certify proficiency. The student will be assigned to one of several specially designed, required programs during his/her first semester at the College. The student will not be allowed to register for any coursework unless the requisite program courses are included in the schedule.

4) At the end of the first semester of coursework, each student who was not certified prior to hir/her first registration will be re-evaluated. The re-evaluation will take the following form:

a) Everyone will take proficiency tests similar to the first tests,

b) The test of any student involved in a team program will be evaluated by the team in light of the student's progress,

c) The test of any student not involved in a team program will be evaluated by individual program teacher(s) and the Board of Readers in light of the student's progress in that semester.

This evaluation progress will be based on the same 8-6-4-2 scale previously described:

Score of 8 - Fulfillment of linguistic proficiency requirement for graduation.

Score of 2, 4, or 6 - Does not certify proficiency. Student will be required to continue in the program in the subsequent semester.

At the end of each semester of required coursework, up to seventy-five (75) credits (or thirty (30) Ramapo credits in the case of students entering with more than fifty (50) credits), the same process of re-evaluation and reassignment will be followed.

2. Scope & Methods Seminars. Satisfactory completion of the Seminars in the Scope and Methods of three (3) academic disciplines. The three Seminars must be distributed in each of the three major areas of study: natural science, social science, and humanities. One of these seminars must be taken outside the student's own School; all three must be completed satisfactorily before the student has earned sixty (60) semester credits.

The Scope and Methods course is Ramapo's alternative to the traditional information-crammed introductory course. The Scope and Methods Seminar introduces the student to a discipline through 1) a study of the history of the discipline, 2) an analysis of the methods employed by those working within the discipline in the investigation of a problem, and 3) an analysis of the language and methods used to express these problems. Attention is also given to the way values or unanalyzed assumptions affect the process of investigation and explanation. There is particular emphasis on the concepts that the particular discipline shares with other disciplines. Each seminar will be designed to encourage critical thinking and questioning of values while engaging the student in concrete problem-solving experiences.

Scope and Methods courses also provide significant opportunity for the development of communication skills. Faculty are encouraged to give frequent paper writing

assignments, or where non-verbal skills or modes of communication are pertinent to a field, equivalent projects in problem solving and communication.

Scope and Methods Seminars are identified by course numbers between 101 and 119 and by the appearance of "Scope and Methods" in the course title.

Because Scope and Methods Seminars are limited to an enrollment of 24, students will be limited to enrolling in a single seminar in any one semester.

Students admitted with advanced standing are required to take only two S and M Seminars if they transferred with more than 30 credits. They are excused from the requirement altogether if they transferred with more than 60 credits.

3. The Tutorial. Each full-time matriculated student must satisfactorily complete a tutorial each semester until he achieves senior status. If he is a part-time matriculated student, he must complete one tutorial in each year until he achieves senior status. Although seniors do not formally register for tutorials, for the purpose of academic advisement the tutorial relationship with one faculty member is continued.

For a more detailed discussion of the tutorial, see pages 11 to 20 of this section.

4. The Concentration. Satisfactory completion of a significant concentration of course work in a major field, as that concentration is defined by the student's tutor and the faculty of the School in which the concentration is done. (A significant concentration by definition is a minimum of 30 credits and a maximum of 60 credits.) Students in all Schools of the College will work out their individual patterns of concentration with their faculty tutors, to meet their particular needs and interests. Soon after admission, a student will identify a trial major and work out a tentative degree plan with his tutor. The student's major can be changed or the degree plan modified, with the approval of the tutor, any time prior to the student's last 45 credit hours of study. In every case, the student and his adviser are charged with the responsibility for maintaining a sense of proportion and balance between general studies courses and more specialized courses in organizing the total degree program.

(In accordance with the recommendations made by the All-College Curriculum Committee, the following implementation guidelines are offered:

a) a Disciplinary Major: involves a minimum requirement of 24 credits and a maximum requirement of 36 credits in any one discipline. Courses in other disciplines that are required for a major will not be counted in this number. For example, if organic chemistry is a prerequisite for molecular biology, organic chemistry will not be counted in determining the credits required for a biology major. A disciplinary major may require a maximum of 24 credits in such required courses outside the student's disciplinary major.

b) Interdisciplinary Major: involves a minimum of 30 and a maximum of 60 credits. The committee for each interdisciplinary major shall decide which courses offered by the various Schools of the College may be considered as falling within the scope of the interdisciplinary field and thus satisfying the requirements for that particular interdisciplinary major. The interdisciplinary committee does, of course, have the right to designate certain courses as required.

c) "Dual Major": A student who wishes to complete requirements of two discrete major programs may do so. Such separate programs must both be endorsed by the School or Schools involved through the agency of the School's Curriculum Committee and director.

5. Senior Interdisciplinary Seminar. Satisfactory completion of two Senior Interdisciplinary Seminars.

A senior interdisciplinary seminar brings to a problem or set of problems the insights and perspectives of two or more disciplines. Often involved is the participation of faculty and students from several Schools of the College. The objective is to ensure in the last year of study that the student's undergraduate experience has provided the opportunity for a holistic understanding of the problems and realities of the world rather than the usual disciplinary focus.

An example of such a seminar is "The Scientist and Society". This course brings the perspectives of science, sociology, and philosophical ethics to an examination of the social role of the scientist and the ethical issues confronting science. Other such seminars have included "Psychology and the Law" and "Public Education and Equality of Opportunity". (Students who expect to be eligible for graduation in June should enroll in one of these seminars each semester of the senior year.)

6. Total Credit Requirement. Satisfactory completion of a minimum of 120 semester credit hours. At least the last 45 credits must be earned at Ramapo College.

In each School of the college the awarding of a degree will be based upon the competence achieved by the individual student, rather than the sum of courses or credit hours accumulated. The instrument or instruments employed to determine competence will be indicated by the faculty of each School. In some Schools this instrument might be a comprehensive examination, in others a senior thesis or project. Competence might also be determined by performance in an internship experience.

7. The Degree Plan and Graduation. At some point in a student's progress toward his degree, he should formally develop with his tutor a Degree Plan. This plan should identify which degree requirements a student has met and in what way he intends to complete those yet to be satisfied. Once this plan is approved by the student's tutor and by the faculty of the student's School, the student becomes a candidate for the degree and knows precisely what requirements he has yet to satisfy.

The student who believes he will be eligible for graduation in June should complete a commencement application during the fall semester registration of that academic year. These forms are available from the registrar's office and should be returned to that office when completed.

Grading Policy

1. The term "satisfactory" as it is used in the above list of degree requirements signifies a final grade of A, B, C or S. A grade less than C is an unsatisfactory or "no credit" grade, and is not recorded on the student's transcript. Every Ramapo transcript will state clearly that it is a record only of work successfully completed. An "S" or satisfactory grade is awarded

when a student has exercised this option on his course request form during registration. The student is limited to 4 credits of work based on this grade option each semester, exclusive of the tutorial grade.

2. A student may withdraw from a course at any time before the last week of the semester provided that he notifies his tutor and the course instructor and files a drop card signed by both in the office of the registrar. Courses from which a student withdraws, or which he does not complete satisfactorily, will not be entered in his official transcript. However, the student's final course registration will be made available to his tutor and kept as an internal record.

3. An incomplete (I) grade will be recorded at end-term on a special form provided for that purpose if a prior agreement between the student and instructor has been made, or if the instructor has notified a student before the end of the term that such grade action is being taken. Such incompletes not made up by the following mid-semester will become no-credit. Changing a no-credit record to a grade record at any time shall require the recognizance of the School Director and the Vice President for Academic Affairs. Changing a no-credit record that has been the result of incomplete work not made up in time shall require the approval of the School Director and the Vice President for Academic Affairs.

4. A report of grades is mailed to each student at his home approximately two weeks after the end of each term. An official transcript of a student's cumulative academic record will be mailed to other institutions or individuals at a student's request and according to his instructions. To have this done a student must complete a transcript request form in the registrar's office and pay $1 for each transcript requested. Approximately one week is needed to process transcript requests.

5. A full-time student may enroll in from 12 to 18 credits of study each semester. In order to graduate in four years a student's semester load should average 15 credits per semester.

6. A quality point average will be computed for each student at the end of each semester. The quality point average will be an index of the student's performance in courses graded on an "A, B, C" basis. Courses for which a student received an "S" or no credit will not be reflected in the quality point average. Quality point averages will vary between 2.0 ("C") and 4.0 ("A").

Turning in of Grades

Approximately two weeks before the end of a term, the Registrar furnishes each instructor with a class list for each of the sections he or she is teaching. The instructor encircles the appropriate grade and makes any corrections to this list and returns the rosters within a specified period (generally, by noon of the fifth day after the end of a term) to the director of his or her unit. These rosters are then forwarded to the Registrar.

Student grade reports are printed by a computer and mailed to students shortly after all rosters are received by the Registrar. Each tutor receives a copy of each of his tutee's report.

Student Classifications

The following student classifications have been recommended by the College Senate for use in implementing Admissions policies and in determing "good standing" criteria:

1. Full-Time Matriculated Students. Students who are accepted for full-time study (12 or more credits per semester) and are eligible to receive their baccalaureate degree when degree requirements are satisfied.

2. Part-Time Matriculated Students. Students who are accepted for part-time study (less than 12 credits) and are eligible to receive their baccalaureate degree when degree requirements are satisfied. These students are accepted only if they meet the same general qualifications that are applied in the case of full-time student admission. They must seriously pursue a degree by enrolling for at least 12 credits per academic year (including summer) and must enroll in a tutorial in at least one semester in each academic year. As in the case of full-time student admission, a $10 application fee is charged.

3. Special Students. Special students are defined as those individuals who are permitted to enroll in specific courses and/or programs of the college. These students may have special interests or qualifications and are not necessarily seeking to attain a baccalaureate degree. Such possibilities may include the following:

a) Students enrolling in the program for women.

b) Students enrolling in the program for mature adults (Saturday College).

c) Students enrolling in the program for school of nursing students (operated with Englewood Hospital).

d) Students desiring college courses before completing high school.

e) Students desiring courses after receiving a baccalaureate degree.

f) Students desiring courses to be transferred to a "home" institution.

g) Students desiring courses for personal enrichment or who eventually expect to seek matriculation; such students will be limited to 6 credit hours per semester.

These students may be limited in enrollment to specific courses and normally are restricted to a maximum of thirty academic credits at Ramapo. Students wishing to continue their education beyond this limitation are required to submit formal application for either part-time or full-time matriculation.

The number of students accepted as special students may be limited in any semester, according to the design of the program involved and the amount of space generally available. New special programs and categories may be designed at any time in the future.

Application fees are not charged to students enrolling under the special student classification.

Academic Standing

1. Definitions:
A first-level student is a student engaged in his first 30 credits of college study.

A second-level student is a student who has completed 30 and less than 60 credits of college study.

A third-level student is a student who has completed 60 credits of college study.

2. Good standing is maintained:
by the first level student who successfully completes 10 credits in each semester he/she is enrolled;

by the second-level student who successfully completes 12 credits in each semester he/she is enrolled, and satisfies any other standards imposed by his/her School; and

by the third-level student who satisfies standards imposed by his/her School.

3. When a student is not in good standing because he/she has not completed the credits required in the time specified or has not met the standards imposed by a School and the appropriate Division where applicable, he/she and his/her tutor are notified by the Vice President for Academic Affairs that the student is not in good standing. The student must meet with his/her tutor (and counselor where applicable) to develop a plan for improving academic standing in the succeeding semester. This plan signed by student and tutor (and counselor where applicable) is to be submitted by the student to the Vice President for Academic Affairs in order to register for classes in that semester.

4. When a student is not in good standing at the end of two consecutive semesters and has not participated in the plan referred to in #3 above, he/she must withdraw from the College. He/she may reapply after one calendar year. If he/she has participated in the plan developed by him/her and his/her tutor (and counselor where applicable) he/she has two (2) years in which to complete his/her first 30 credits of college study (first level work) and three (3) years to complete his/her first and second level work, i.e. 60 credits. If a student does not meet these standards he/she must withdraw from the College and not return for one calendar year. Third-level work is supervised according to standards of performance developed by the Schools within the general framework of this policy and other relevant all-college policies.

5. These policies will be supervised by the Vice President for Academic Affairs. A committee on student standing, consisting of the Dean of Students, two (2) faculty members and two (2) students elected by the student members of the Senate, and chaired by one of its members, will be organized to hear student appeals and to waive these policies in individual cases when it deems that circumstances warrant this. The committee may also allow the appealing student to enroll in summer session courses in order to improve his/her academic standing.

Violation of Academic Integrity

The judgment of whether a violation of academic integrity has actually occurred will be made in every case by the instructor of the course in which the alleged violation has occurred. Prompt notification of the violation must be made to the student in writing with a specification of the charge and a summary of the evidence against him/her before any further action is taken. This will be followed by an interview in the presence of the student's tutor. The most severe penalty an instructor may award is a no credit for the course. He/she must, in addition, submit a report

signed by the student explaining the grade to the student's tutor, the Director of the School and the Dean of Students. Repeated violations of academic integrity can result in academic suspension or dismissal.

Any penalty awarded for the violation of academic integrity can be appealed to the Campus Hearing Board.

Honors at Time of Graduation

1. It is the policy of Ramapo College to recognize consistently meritorious academic achievement among its students. To be eligible, the student must be academically outstanding in all of his/her courses. In addition, a student must have submitted a work of singular merit in order to be considered for such honors.

2. The student must be nominated for honors by his/her School with appropriate documentation before the end of the Fall semester of his/her final year.

3. A special all-college committee consisting of one faculty member and one student representative from each School and the Registrar will be convened each year to review these nominations and recommend the conferring of honors to the Vice President for Academic Affairs. The Committee is urged to consult others as necessary.

4. The conferring of Honors shall be published on the student's permanent record, and on the program for Commencement.

Students Schedules and Credit Arrangements

1. Most courses carry 4 or 2 credits.

2. In most cases, four-credit courses are scheduled twice a week in two hour blocks. Four-credit courses are characteristically freshman and sophomore offerings (Scope and Methods Courses, introductory courses) which tend to be the heavily enrolled, fixed staples of the curriculum.

3. Two-credit courses are either scheduled twice a week in two hour blocks for half the semester or once a week in two hour blocks for the entire semester. Two-credit courses tend to be advanced, more specialized and less fixed in the curriculum. Tutorials always carry two credits.

Final Examinations

No specific periods are set aside for examinations. Consequently, those examinations which are administered should be given during regular class periods. The Director of each unit will coordinate the timing of exams in order to minimize the possibility of a student doing more than two examinations in any one day. In cases where the student is inevitably scheduled for more than two examinations, he may, if he wishes, appeal to the Vice President for Academic Affairs who will make arrangements with the Director and the appropriate teacher to administer an examination at another time.

Meeting Classes

Except in unusual circumstances, and in the case of tutorials, classes should begin and end at the scheduled times and in the scheduled places. There should be no rescheduling of classes which would be a clear inconvenience to any of the participating students or faculty. In addition, any consistent rescheduling of classes should not be carried out without the explicit approval of the Director of the School or Division.

In non-emergency circumstances, both Director and students should be given at least 24 hours notice of a professor's inability to meet his class. In emergency circumstances, the professor should contact the secretary of the School or Division who will inform the Director and attempt to notify the students. In addition, if it is feasible, an attempt should be made to find a substitute teacher.

In cases of inclement weather when it becomes necessary to cancel classes for a period, announcements will be broadcast over the following 'AM' stations: WPAT, WOR and WKER.

Speakers for Classes

Professors are encouraged to invite experts or others with special backgrounds to speak with members of their classes. Each academic unit within the College maintains a limited budget for these purposes administered by the Director of the School.

Duplication of Copyrighted Material

Copyright laws allow but one (1) photograph copy of copyrighted material for scholarly purposes. The College recognizes and abides by this law. (See Administrative Manual for further information.)

Educational Opportunity Fund Program

The Educational Opportunity Fund was created by an act of the New Jersey State Legislature in 1968. This program under the leadership of a director and with the assistance of an advisory committee, permits the College to identify, select and enroll a number of educationally and economically disadvantaged students each year.

The Educational Opportunity Fund is a restricted financial aid program which limits its grants to low-income students who are from families with a history of financial poverty and who have exhibited evidence for potential success in college. This concept of "historical financial poverty" is important because the program is designed to provide those students who have traditionally been denied access, an opportunity to pursue a higher education. E.O.F. is <u>not</u> an open door admissions program.

E.O.F. students are served by a professional counseling staff concerned with a success orientation centered around the <u>total individual</u> Ramapo College E.O.F. student in his financial, academic, personal and student life.

Granting Credit for Prior Experience

1. Statement of Policy. To be eligible to receive credit for prior life experience, a student must have been out of the full-time school sequence for a minimum of 2 years, or present prima facie evidence of life experience credit.

Prior experience is creditable only when it can be shown that there is a clear correspondence between the experience(s) to be evaluated and existing courses or courses which could be offered within specific degree requirements as noted on the student's degree plan.

Credit for prior life experience is formally granted only after the student has successfully completed the following number of credits:

a) A student who has completed less than 60 credits must successfully complete a minimum of 30 credits at Ramapo College.

b) A student who has completed more than 59 credits must successfully complete a minimum of 15 credits at Ramapo College.

The college will grant a maximum of 75 credits in any combination of the following:

a) Transfer credits

b) College level proficiency examination credits

c) Prior experience credit

d) Other non-traditional educational experience credits (i.e. independent study)

Credit Through Standarized Tests

1. Policy Statement. The College will grant credit for successful completion of college levelproficiency examination offered by the following testing agencies:

a) United States Armed Forces Institute Course Tests

b) College Level Examination Program (both single subject and general examinations)

c) College Board Advanced Placement Examination

The amount of credit granted for proficiency examinations will be determined by the School evaluator but may not conflict with general college policy.

Students who wish to satisfy degree requirements by means of proficiency examinations should request the testing agency to forward an official copy of the grade report to the Director of the School in which the credits are being evaluated.

2. Successful Completion. Sucessful completion shall be defined on the 25th percentile on the general examinations and on the 50th percentile on the subject examinations, for the CLEP examination.

3. Special Assessment. In those cases where individuals submit transcripts from testing agencies other than those listed, a decision will be made concerning whether or not a special assessment of the transcript is warranted by a school evaluator.

The Ramapo Faculty Colloquia

During the 1974-75 academic year, the College inaugurated an experimental program of faculty colloquia for the purpose of fostering an exchange of ideas and knowledge across disciplinary boundaries and encouraging interaction among faculty and professional staff.

A year in the planning, the need for such a program was made evident in a survey of opinion of a segment of the faculty which was conducted during the 1973-74 academic year and issued as a report in March, 1974. This survey consisted of exploratory interviews with a pilot group, followed by intensive semi-structured, but open-minded interviews with thirty-nine additional faculty members. The survey profiled the problems of interdisciplinary education and focused upon the need of the Ramapo faculty to explore, clarify, and define areas of common interest. The establishment of a seminar program as a permanent channel of communication--free from the constraints of teaching and governance responsibilities--was strongly recommended by those interviewed. A wide range of topics was suggested for exploration in the seminars and distributed as a questionnaire to the entire faculty in April, 1974. Responses to this questionnaire provided the basis for selection of the topics of the first four weekly semester-long seminars held during the 1974-75 academic year. A report on the first three seminars was issued in April, 1975.

It is anticipated that the seminars will contribute directly to the quality and variety of course offerings, both by increasing the fund of interdisciplinary knowledge and by improving the rapport among faculty essential to effective team teaching. Innovative education requires such continuing exploration of content and method.

A direct result of the fall 1974 seminars has been the formation of a Group for Interdisciplinary Education Research, which meets regularly to hear and discuss papers on interdisciplinary topics by members of the Ramapo faculty. It is anticipated that other inter-school faculty groups will be formed to explore further ideas discussed in the Faculty Colloquia. Another foreseeable gain is that the seminars may stimulate contributions to a planned pilot journal of interdisciplinary studies.

The Tutorial Program

A. The Tutorial Experience (Adapted from the report of the Tutorial Program subcommittee of the Academic Affairs Committee of the College Senate.-- 1972)

It is difficult to exaggerate the importance of the tutorial experience for the life of Ramapo College, the personal enrichment of its students and the sensitivity of the faculty to the influence Ramapo exerts on the college community. As with any significant idea or new ideal, the precise character of its nature is difficult to delineate; the exact structure by which it will be implemented is impossible to

predict. Nonetheless, time and experience have a way of aiding the concrete realization of elements of an original program which are conceptually clear but existentially vague, initially determined but progressively re-defined. We find ourselves in this situation at Ramapo College at this moment.

Faculty and student initiative for further definition of the Tutorial Program together with information on successful and unsuccessful tutorials, and even a measure of positive and negative reaction to the very idea of the tutorial, have led us to review the entire Program. One year into the history of the College gives us an opportunity to review and, perhaps, re-evaluate the idea and reality of the tutorial. In the hope that faculty and students will benefit from these observations, this report is offered.

I. Goals

The ultimate objective of the Tutorial Program at Ramapo College is the enrichment of relationships. It may be persuasively argued that the essence of human experience is redeemed impersonal relationships. In its own way, the tutorial hopes to make, at the very least, a modest contribution toward the goal of creating at the College a community that is relational as well as academic, personal in expression as well as educational in its intent.

The point behind democracy is the development of human dignity in a communal rather than merely societal structure. The point behind participant democracy is the experience that one is really contributing to the decisions by which his life is influenced. In its own way, the tutorial hopes to mediate this experience.

A further statement of our goals, one which perhaps subsumes the foregoing, envisions the tutorial as the basic level of community at Ramapo College. There is a certain geography, even mathematics, involved in the notion of community. It requires a manageable proximity in terms of the people who compose it and a limited number of persons in the unit. Ramapo College has adopted two crucial and somewhat innovative means to personalize college experience. One of these is the semi-autonomous character of the respective Schools which compose the College; the other is the tutorial. If community fails at the level of the tutorial, it will be diminished in all other areas of college life.

Two qualifications are immediately in order. The Tutorial Program Subcommittee is not unaware of the disparity between the verbal articulation of goals and the painful, sometimes disappointing, end result. It is convinced, nonetheless, that the failure of this Program at Ramapo College would represent a significant and irremedial loss to our identity and purpose. By way of further qualification, we might add that the very effort to make the tutorial work, even though a complete correspondence between ideal and reality may prove elusive, is in itself a type of success. This success may mean more in the long run than perfect accomplishment.

There are other goals of the tutorial experience. They bring us back, however, to the fundamental and radical experience of relationship and community. The tutorial allows for student initiative in the structuring of a learning experience. Since there is no syllabus, no formal academic ground to cover, no strictly disciplinary objective to realize, student initiative can make the difference in the way these college credits are earned. In its unique fashion, the tutorial gives expression to the inter-disciplinary character of the College. It assembles students from diverse concentrations and puts them in a situation where an objective common to all, or at least many, rather than proper to each, is envisioned.

The ultimate objective of the Tutorial Program at Ramapo College, we repeat, is the enrichment of relationships.

II. The Structure

An articulation of goals demands a structure by which they may be accomplished. It is the intent of this section of the report to define a rudimentary structure for the tutorial in a way which permits significant elements of the Program to remain unstructured for the sake of flexibility and creativity. Without some structure, a flexible program becomes fluid, a creative experience drifts toward chaos. How much structure is needed in a program which prefers a minimum of structure? "The less, the better" is an operative norm; enough, however, for more than less to occur is equally imperative.

The rudimentary structure we delineate is composed of two elements. One of these concerns the almost totally external character of the tutorial. The other affects its internal content.

Let us first consider the external character of the tutorial. Six features of the tutorial experience give it the appearance of a course. These features, we believe, must be maintained so that student and tutor will perceive the seriousness with which the College considers this program. These features coalesce into a psychological unity which reinforce the tutorial as a learning experience. They include the following: college credit for the student and teaching credit for the tutor; formal registration for enrollment; curriculum scheduling for the tutorial; explicit student evaluation of the experience; grading; the assignment of a member of the college administration, staff, or faculty to act as catalyst and to assume ultimate responsibility for the endeavor.

In addition to these features, we recommend that all tutorials occur at the same hours and on the same day so that entire Schools may assemble on occasion from their respective tutorial units as a way of realizing a dimension of the School's community life not easily realized through any other vehicle. The tutorial is expected to meet every week and to represent an equivalently two-hour involvement each week. We suggest, finally, that tutorials be scheduled as close to the noon hour as possible, with classes before and after the tutorial meeting. In this way, the character of the tutorial as integral, perhaps central, to the learning experience at Ramapo College might be made more manifest. This arrangement would also facilitate student attendance at tutorial meetings. The tutorial team may be divided into smaller units, independent projects, or personal interviews.

The internal content of the tutorial experience should be left as much as possible to the decision of the tutor and the discretion of his students. We do, however, offer general guidelines which will allow the student to know in some way the nature of the experience he is about to encounter and, therefore, to exercise a measure of control over that experience. We hope also that the tutor may be saved, through such guidelines, from the burden of not knowing precisely what is expected of him and from the tedium of repeating for students material covered in a previous tutorial. By "guidelines," we mean guidelines properly so-called. There are many ways of realizing the general idea of the tutorial for each year of the college experience; tutors are expected and students are encouraged to be innovative and imaginative.

We suggest four general models for the tutorial experience:

a. The First Level Tutorial: A Definition of Contemporary College Experience,

The purpose of this tutorial is an introduction to college experience and education in general and to Ramapo College in particular. This may provide an occasion for discussion concerning alternate philosophies of education, the intent of a liberal arts experience, questions of values, the concept of one's vocation as a person and identity as a college student.

b. The Second Level Tutorial: Personal Identity and Life Vocation.

This tutorial has as its purpose questions concerning personal identity, specific vocational pursuits, and discussion concerning the discovery of one's academic concentration. It is assumed that tutors will know when questions of student identity might be handled better clinically or by professional therapy. There should not be any hesitation, however, in bringing to the fore the problem and promise of personal identity in our day.

We recommend that the same tutor, in the normal course of events, remain with the same students for these first two years. Requests to continue with the same students into a third level tutorial would be honored, although this would not generally be expected to occur. Opportunity should be given to tutors to opt only for third level tutorials when they prefer to work with students in areas that verge more in the direction of discipline orientation.

c. The Third Level Tutorial: An Exercise in the Art of Learning.

The third level tutorial is discipline oriented but should not become a formal course. It is an opportunity to learn together with students in a field of study in which the tutor is an expert or an equal partner with the student in learning. Although the third level tutorial moves in the direction of exploring a discipline it need not necessarily be a discipline the tutor teaches or a discipline in which his students have concentrations or even rudimentary knowledge. The third level tutorial may, of course, choose to follow a discipline in which the tutor or some of his students are experts. Thus it may happen that the third level tutorial will announce in advance the disciplinary interest it will pursue. This is also an occasion for introduction to independent study and familiarity with tools of research and even practical questions concerning employment and social identity of a profession or occupation. The tutor will be expected to maintain the delicate balance between discipline orientation and a tutorial experience rather than a course identification of his program. Student resistance to using the tutorial as another course is widespread and justified.

d. The Transfer Student and the Tutorial:

The transfer student has the option of choosing any one of the three tutorials he wishes and the Director of the Tutorial Program approves. He will pursue the tutorial experience for the number of years requisite with the level of his entry into the college community.

In summary, the first level tutorial introduces and seeks to define educational experience; the second level tutorial intends the discussion of personal identity, vocational choice, and selection of academic concentration; the third level tutorial is discipline-oriented.

We recommend that the Registrar describe the tutorial structure for each level

along the general lines this report has delineated. This will aid the transferability of tutorial credit to other institutions and thus reassure students legitimately concerned about the permanent credit value of their tutorial experience. It will also describe in some detail for those who secure the college catalogue the character of a program we deem essential to the identity of Ramapo College.

III. The Tutor

One of the most distinctive features of Ramapo College is the Tutorial Program. It would seem to follow that those associated with the College should be characterized by their involvement in the Tutorial Program.

We recommend, therefore, that virtually, if not actually, every member of the faculty and administration at Ramapo College have responsibility for a tutorial. Exceptions to the contrary ought to be rare, preferably non-existent. Such a total involvement in the Tutorial Program on the part of the college community will enrich the Program and enhance the capacity of all to respond realistically and personally to the needs of students. We would recommend, furthermore, that performance in the tutorial become one of the significant criteria by which tenure and promotion are considered.

We believe that academic advisement ought to continue as an important ingredient of the tutorial. This advisement serves a number of functions. It gives the tutor and student common ground, at the beginning of their relationship, in an area of significant interest to both parties. It personalizes the process of course selection and registration in an altogether unique manner. It guides the student responsibly in his exercise of the freedom with which the College allows him to structure his degree program, a freedom which could lead to confusion or to his detriment were not personal guidance at least available to him from someone who knows him by name and as a person rather than as a registrant. It aids the development of the college curriculum in directions which meet student needs and expectations.

We recommend that all tutorials be graded on a satisfactory/no credit basis. This grade could be determined through a process of negotiation between tutor and student as a way of further personalizing the tutorial experience. It is necessary to add that the tutorial is essential to graduation from Ramapo College. Students, therefore, are expected to complete all tutorial assignments and to pass all levels of the tutorial which their point of entry into the college community requires them to satisfy.

We recommend, furthermore, that a training program for new tutors, under the supervision of the Director of the Tutorial Program be devised as part of the process of faculty orientation.

Tutor and teacher, in a sense, are to become convertible terms at Ramapo College. A special relationship does in fact exist between a tutor and his students, a relationship which must lead to better teaching. This teaching, in turn, reinforces the tutorial experience by providing for a multi-faceted involvement of student and college personnel. The end result of this dialectic should be a deeper sense of community and personalism at the College.

IV. The Program

If the Tutorial Program is to have the scope this report envisions, a full-time

Director of the Tutorial is required. Part-time directorship should be seen as a means to the end of full-time directorship together with assistants as the size of the College increases and as the tutorial experience becomes more complex. We would expect a tutorial director to accomplish some of the following tasks: visits to tutorial meetings; evaluation of individual tutorial effectiveness; the publication of appropriate and suitably revised guidelines; the suggestion of texts that might be used by first, second, or third-year tutorials when tutor and students find them useful; the distribution of appropriate bibliography which will enable the tutor to do further reading in the development of the tutorial he has chosen to administer; maintenance of a program of public relations, institutional research, even summer convocations which will allow Ramapo College to share with other colleges and universities the results of the tutorial experience. In a special way, the tutorial director ought to provide enthusiasm for the program and encouragement for its progress. This is especially important in an undertaking which seeks to define a minimal structure and rely more heavily on spirit, elan and imagination. The tutorial provides an opportunity for creativity with people and personal relationships, with shared activities and learning experiences. Support of such endeavors can lead to their multiplication and increment.

The Tutorial Program requires not only a full-time Director but also a suitable tutorial budget. At the present moment, there is no such budget. The rhetoric and philosophy, the ideals and ideas of the tutorial experience deserve financial assistance. Ramapo College has seized the initiative in the creation of an imaginative and exciting experience in the tutorial. The development of this initiative and the consequent sharing of this experience with other educational institutions need full-time involvement and financial resources.

We believe, furthermore, that the Director of the Tutorial should encourage the directors of the respective Schools to bring all tutors of that School into the teaching of courses, attendance at staff meetings and reception of minutes from unit deliberations. The tutor - teacher dialectic we mentioned above should be realized as fully as possible in every instance.

We would suggest, finally, that the liberal transfer policy of the present moment be continued. Approximately 8% of Ramapo students requested tutorial transfers in the first semester; the percentage is lower this semester. A liberal policy creates some inconveniences but it is of significant value in assuring the community dimension and relational character of the tutorial. We do recommend two changes in the present procedure. The Tutorial Program Director might explore with the student his reasons for requesting the transfer when the student is willing to reveal them. This can help the College to locate problems in the tutorial. It would also seem better to expect the former as well as the new tutor to sign the appropriate form. We might add that the Director of the Tutorial be utilized as a redress and impartial judgment in cases where tutor-student conflicts, inequities, or lack of responsibility cannot be managed by a simple transfer of tutor.

V. The Student

The most important person in the tutorial is the student. A tutorial which conveys this impression is immediately a successful tutorial.

Student response to the tutorial experience has allowed us to designate some features of a successful tutorial. The attitude of the tutor, not surprisingly,

is most important. The designation of projects and endeavors which interest the tutorial unit as a whole and which tend to be collaboratively decided is also important. In some instances, the tutor may have to assume greater initiative but collaboration is sometimes inarticulately expressed by ready sensitivity and by response to student needs whether they are verbalized or not. A tutor will know in most cases when his students agree with his procedure. A tendency to work with a minimum of structure, especially at the outset, proves more effective. Admittedly, these elements are intangible, as intangible, perhaps, as successful teaching or adequate community.

Successful tutorials offer a few practical possibilities. Moving the tutorial out of the classroom is imperative. Office meetings help but meetings away from the college campus, at least on occasion, offer unique opportunities for new relationships and responses. Once again, geography and mathematics may have something to do with community. We deem it essential, in any case, that the College provide seminar rooms where tutorials can meet either weekly or as often as these rooms would be available. If we are serious about the Tutorial Program, provisions for tutorial seminar rooms in the construction of new buildings is not too much to expect. A final practical suggestion would encourage students to maintain a journal or dossier of the tutorial experience. This allows for written expression, permits a discussion of respective reports among students, and allows the tutor to evaluate the way the tutorial is affecting individuals. The journal might be especially recommended for the second-year tutorial, although it is applicable to all tutorials.

The size of the tutorial unit is not without significance. We realize that administrative problems, personnel, enrollment, deficiency of funds are realities that sometimes dictate procedures less than ideal but nonetheless real. We recommend, however, that the tutorial unit never exceed 16 - 18 students and that every effort be exerted to make the unit smaller than this. Less than sixteen students per unit is a preferable arrangement.

One way of alleviating the problem of over-crowding the tutorial is the creation of a corps of senior tutorial assistants or fellows. Tutorial assistants would be selected from senior students who have demonstrated an outstanding ability to function in a tutorial framework. They would be available on request and after appropriate confirmation of the Tutorial Director for those tutors whose programs warrant such assistance. We recommend that senior tutorial assistants be given two college credits per semester for their involvement in the Tutorial Program.

VI. Conclusion

We are only beginning to realize the educational possibilities of the tutorial idea. By education, we intend a greater scope than academics. It may well be that our society suffers from too many specialists and too few complete men. A liberal arts college in general, the Ramapo tutorial in particular, are a modest but important attempt at education rather than academic indoctrination. The human dimension of college experience is the most lasting and most revolutionary contribution a college can make to human society.

We are committed as a faculty, on the conceptual level, to the tutorial as an integral part of the College's identity. This report is offered in the hope that the conceptual commitment might become existentially concrete. It intends to structure a program which will enable community to become a viable reality and a prerogative of the highest order at Ramapo. The tutorial must, in the ultimate analysis, rely on the good will and initiative, the imagination and

and enthusiasm of those who compose the Ramapo tutorial experience. For, when all is said and done, community is not a question of a program but of an attitude.

B. Tutorial Policy

(Abstracted from the Tutorial Committee Report, revised and recommended to the Board of Trustees, May 8, 1972.)

1. That the tutorial program as provided below be continued at Ramapo College.

   a. The tutorial shall be a 2 credit offering. Four credits of tutorial work shall be required of matriculated students in each level with the exception that students completing their final 30 credits of work for graduation shall be exempt from tutorial participation;

   b. The tutorial shall represent a 2 credit load per semester for faculty or equivalent for administrators;

   c. Insofar as possible all regular faculty and administrators shall be expected to serve as tutors;

   d. The tutorial shall meet regularly and, insofar as possible, shall be scheduled simultaneously (at the very least all tutorials for a given school shall be scheduled simultaneously);

      Tutorials shall be scheduled near the middle of the day rather than at the end of the day;

   e. Students shall register for tutorials at the same time as they register for courses and in the same manner;

   f. Tutorials shall, insofar as possible, be limited to no more than 18 students with a smaller number regarded as desirable;

   g. Provisions shall be made for student evaluation of tutorials consistent with provisions for evaluation of all curricular offerings at the college.

   h. The tutorial shall be graded but by means of S/N and not letter grades.

2. Each tutor is encouraged to develop his tutorial in ways interesting to and beneficial to his group. To facilitate this and to provide some guidance to tutors and groups as they proceed, the following guidelines are put forward.

   a. That generally tutorials may be organized as 1st, 2nd and 3rd level tutorials with the proviso that groups beginning in first level with a given tutor may continue through third level; and with the proviso that presently existing tutorials (as of May, 1972) may continue at the option of the tutor and group; and with the proviso that, subject to agreement by the Director of Tutorials, a given tutor or group of students may request a non-homogeneous tutorial (i.e. one including more than one level of student).

b. In general, the tutorials may be guided in planning their programs by the following themes:

1. First level tutorial--The contemporary college experience, alternate philosophies of education, questions of personal values, the Ramapo experience in context, etc. (For further detail see page 3 of the full Report, item #1.)

2. Second level tutorial--The discovery of personal identity and life vocation, the questions of choice confronting the person as student, as citizen, etc. (For further detail see page 3 of the full Report, item #2.)

3. Third level tutorial--Exercise(s) in the art of learning, tutorials devoted to a discipline oriented experience. (For further detail see page 3 of the full Report, item #3.)

c. The pace of a student or group's movement from level to level will vary in individual Schools or Tutorial groups.

d. From time to time an individual School may desire to bring all its tutorial groups together in a common meeting.

e. It is understood that these guidelines do not and cannot forecast the ways in which each particular tutorial will develop; they are explicitly intended to suggest starting points and common frames of reference. They are not intended as curriculum guides or as legislative mandates. Nevertheless such guidelines and common frames of reference legitimately assist in the development of a coherent tutorial program, serve to orient transfer students in their choices, and provide a common base of description for purposes of communication both within and without the Ramapo Community.

f. Third level tutorials may be announced in advance and may be listed in the catalogue as focusing on a particular disciplinary or interdisciplinary theme with enrollment in them taking place at time of registration within the limits of enrollment recommended (18 students maximum). Such announced third level tutorials may emerge as a consequence of the concerns of a particular tutor, the concerns of a particular group of students, or in consequence of developments within particular second level tutorials.

3. Transfer students shall complete tutorial requirements suitable to the level at which admission as a transfer student was granted but with the proviso that transfer students may elect to begin with a 1st, 2nd, or 3rd level tutorial and may elect to be exempted from such tutorial as he cannot complete within the limits of program for graduation, i.e., a 2nd level transfer student need complete two of the three tutorial offerings; a 3rd level student need complete one of the three tutorial offerings.

4. The following general policy and administrative recommendations are made:

a. A Director of Tutorials shall be appointed as soon as possible; such appointment shall be made in consultation with student and faculty members of the college community.

b. Insofar as possible suitable meeting places for tutorials (informal seminar rooms) shall be provided.

c. A training program for tutors shall be developed and provision shall be made for continuing study of the tutorial experience.

d. The necessary budget and facilities for the Director and the tutorial program shall be provided.

5. Miscellaneous:

a. The present liberal transfer policy shall be continued with the additional proviso that approval for transfer shall be given jointly by the existing and proposed new tutor;

b. Academic advisement shall continue as part of the tutorial program.

c. Following establishment of the office of Director of Tutorials as a full time administrative position, an effort shall be made to develop a select group of upper third level students (those who have completed their tutorial work) as tutorial assistants;

Such tutorial assistants may receive up to 2 credits for their work in the program.

Community College--State College Transfer Articulation Policies

In Spring, 1973, the Board of Higher Education approved a policy guaranteeing the rights of community college graduates of approved transfer programs to enroll at State Colleges as juniors without loss of credit.

Sections A and B of that policy read as follows:

1. Graduates shall be guaranteed admission to a state college, although not necessarily to the college of their first choice. A uniform reply date for all transfer applications should be established.

2. Graduates shall be considered to have met all general education requirements of the state college normally expected of their own students in the freshman and sophomore years. Each state college shall apply the same rules concerning acceptability of "D" grades of graduates which it applies to its own students.

3. A state college may not require graduates to successfully complete more than an additional 68 credits in order to be eligible to receive the baccalaureate degree unless such students change their major into an area for which their county college preparation may not have been appropriate.

4. While admission to a state college is guaranteed, admission to a specific curriculum shall be determined by the college based upon the criteria which it imposes upon its own students.

5. Normally, county college students shall be encouraged to complete the associate degree prior to transfer. However, state colleges may admit non-graduates under the same conditions which it imposes upon any transfer student except as provided below. Acceptability for admission and acceptance of credits shall be at the discretion of the state college.

6. Students who earn sufficient credits to graduate from a community college transfer program, but have not completed a specific course requirement, should be treated as if they were graduates provided that the missed requirement is not a requirement of the receiving state college.

IV

ACADEMIC PERSONNEL POLICIES

The policies set forth in this section are drawn from the Agreement Between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT-AFT, AFL-CIO (ratified on February 22, 1974), the Minutes of the Board of Trustees of the College, the College Senate, and the Council of Directors.

ACADEMIC FREEDOM

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors.[1] However, Article V of the February, 1974, contract between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO (herein called the CURRENT AGREEMENT), as stated below, takes precedence over any conflicting recommendation embodied in that document:

> Academic freedom derives from the nature of the quest for knowledge. It is essential to the full search for truth and its free exposition, applies to both teaching and research, and shall not be abridged or abused. Academic freedom does not relieve the employee of those duties and obligations which are inherent in the employer-employee relationship.
>
> Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it responsibilities correlative with rights. Both parties to this agreement subscribe to the following principles of academic freedom:
>
> a.) Employees are entitled to full freedom in research and in the publication of results.
>
> b.) An employee is entitled to freedom in the classroom in discussing his/her subject.
>
> c.) Employees are citizens and members of a learned profession. When the employee speaks or writes as citizen, he/she is free from institutional censorship or discipline, but should not represent himself/herself as a spokesperson for the institution.

APPOINTMENT AND RETENTION OF EMPLOYEES

Appointment and Reappointment

1. Appointment and reappointment of employees shall be made by the Board of Trustees of each college upon the recommendation of the President. Appointments and reappointments are subject to the availability of funds and proper recording. (CURRENT AGREEMENT: Article XIII, Section A).

---

1. A.A.U.P. Bulletin, Vol. 58 No. 4, American Association of University Professors, Washington, D.C., December, 1972, page 428.

2. The Board of Trustees ordinarily acts upon the recommendation of the President. This recommendation is made after consultation with faculty and administrative staff.

3. Initial appointments are normally made at the first step of the salary scale; ranks are subject to the provision that no more than thirty percent of the college teaching faculty hold the rank of full professor and that no more than fifty percent be full and associate professors.

4. Additional positions are added as evidence of need arises or new programs develop. The affirmation of all positions is subject to State legislative approval of the Governor's annual budget.

Period of Appointment

Prior to the attainment of tenure, faculty contracts shall normally be limited to a period of one academic year. This period of employment may be for ten or twelve months and is usually effective 1 September.

Provisions of Appointment and Reappointment

1. When a prospective employee is offered initial appointment or reappointment, he/she shall be provided with a letter of appointment or reappointment. The letter of appointment or reappointment shall include:

    a.) The name of the employing college.

    b.) The dates for which the appointment or reappointment is effective.

    c.) The title of the position.

    d.) The salary rate.

    e.) A list of the field or fields in which he/she is expected to teach or work. (CURRENT AGREEMENT: Article XIII, Section A).

2. Prospective initial appointees shall also be provided with a copy of the CURRENT AGREEMENT and a copy of the local employee handbook, if any. (CURRENT AGREEMENT; Article XIII, Section B).

3. Any individual letter of appointment or reappointment contract between a college Board of Trustees and an individual employee, hereafter executed, shall be subject to and consistent with the terms and conditions of the CURRENT AGREEMENT. Where such contract is inconsistent with the CURRENT AGREEMENT, the CURRENT AGREEMENT, during its duration, shall be controlling. (CURRENT AGREEMENT: Article XIII, Section M).

4. A faculty member assigned full-time responsibility for one-half of an academic year shall be paid one-half of the academic year salary of the rank and step at which he/she has been hired and be accorded privilege of faculty status. (CURRENT AGREEMENT: Article XIII, Section G).

Appointment Above Step

The State Board of Higher Education has established the following policy for new appointments above the minimum salary range:

1. All new appointments above the minimum of range shall be highly selective and made on the basis of the following criteria:

   a. Evidence of comparable salary rate (not increment or guideline step) in previous employment;

   b. Evidence of critical skills and effective experience which the prospective appointee has and which because of the current market price preclude hiring him at a lower rate;

   c. Evidence of exceptionally effective teaching;

   d. Evidence of exceptional scholarly achievement; and/or

   e. Evidence of exceptional contributions to previous college/university or community.

2. Personnel shall be recommended for appointment above the minimum of range only if adequate funds are available to the college to cover the cost of such appointments. The expenditure of regularly budgeted salaries funds for such appointments cannot be used to justify the college's later making supplemental budget requests or requests for transfers of funds between major object budget categories. Nor can such appointments be used to justify salary adjustments for existing personnel on the grounds that they have suffered an inequity in relation to new appointees.

3. After prospective personnel who meet these criteria are identified by the evaluation program of a State college, the President shall recommend and the Board of Trustees approve all new appointments above the minimum of range before CS-21 forms are submitted. (Salary Administration Memorandum #47-25, Department of Civil Service, June 5, 1975).

In order to adequately justify previous salary history (1a above), the College obtains from the candidate(s) whose salary will be above the first step copies of letters, documents, payroll slips, etc., which would indicate in a clear way the total analagous salary (ten months or twelve months) prior to employment at the College.

Notice of Reappointment or Nonreappointment

The basic procedures and timetable to be followed in appointments to the professional staff of a New Jersey State college are outlined in Article XIII of the current contract between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO. This section of the contract includes the following provisions relating to the timetable that must be followed in matters of professional staff appointment and reappointment:

1. Final recommendations for reappointment of employees governed under the tenure provisions of N.J.S. 18A:60-1 (three-year probationary period) shall be made

to the President no later than February 15 of the first and second academic years of service and no later than December 1 of the third year of academic service (Section K).

2. Final recommendations for reappointment of employees governed under the tenure provisions of N.J.S. 18A:60-6 (five-year probationary period) shall be made to the President no later than February 15 of the first and second academic years of service and not later than December 1 of the third, fourth, and fifth academic years of service (Section L).

3. Notice of reappointment or nonreappointment of employees governed under the tenure provisions of N.J.S. 18A:60-1 (three-year probationary period) shall be given in writing no later than March 1 of the first and second academic years of service and no later than December 15 of the third academic year of service (Section C).

4. Notice of reappointment or nonreappointment of employees governed under the tenure and multi-year contract provisions of N.J.S. 18A:60-6 (five-year probationary period) shall be given in writing not later than March 1 of the first and second academic years of service and not later than December 15 of the third, fourth, and fifth academic years of service (Section D).

5. When an employee, other than a faculty member or any employee appointed with concurrent academic rank, is initially appointed after July 1, but prior to October 1, he/she shall be given notice of reappointment or nonreappointment in writing not later than March 1 of the following calendar year. Such employees appointed on or after October 1 shall be given notice of reappointment or nonreappointment not later than May 1 of the following calendar year (Section F).

6. When a faculty member is hired at mid-year (unless it has been made clear at the time the contract was for one semester only), notice of reappointment or nonreappointment for the next full academic year shall be given in writing not later than April 15 (Section E).

Notice of Nonrenewal for Employees Serving under a "Multi-Year Contract"

In the event an employee serving under a "multi-year contract" is given notice of nonrenewal under the terms of N.J.S. 18A:60-6, et. seq, at the request of the employee, the college giving such notice shall provide written reasons for its decision (CURRENT AGREEMENT: Article XIII, Section I).

Vacancies

1. Vacancies in faculty positions usually occur when:

   a. The State legislature approves the Governor's budget request in the spring;

   b. The contract of a faculty member is not renewed or he/she resigns, dies, or is dismissed; and

   c. As evidence of need arises or new programs develop.

2. The creation of all vacancies is subject to the reassessment of College priorities by the President, the Vice President for Academic Affairs, and the directors of the schools and divisions.

3. a.) If public notice of a vacancy within the unit is to be made, the College will inform the UNION in advance of such publication.

   b.) Where an employee applies for an open position, he/she shall be notified of the disposition of his/her application prior to publication of the name of the successful applicant. (CURRENT AGREEMENT: Article XI, Section G).

Affirmative Action Policy and Plan

In accordance with Federal Executive Orders 11246 and 11375, Ramapo College has adopted a plan of Affirmative Action. It has many features which guarantee equal opportunity for all members of the College community. Among those features are the following:

1. It is the policy of Ramapo College of New Jersey to provide equal employment opportunities for all individuals regardless of race, color, ethnic and national origin, religion, age, or sex; all personnel actions involving its employees, students, and other personnel contracts will be governed by an Affirmative Action Program in compliance with the statutes and rules of the New Jersey Civil Service System and applicable Federal legislation and executive orders.

   In order to implement this policy, it shall be the practice of Ramapo College to recruit qualified women and minority group members and to seek out and promote those presently employed and qualified for promotion. Necessary steps in compliance with the New Jersey Civil Service System will be taken to hire and train minority individuals who do not meet minimum job requirements. Following recruitment, promotion, or training, appropriate steps will be taken to insure that minority group members who are employed are given fair and equitable treatment in assignments and duties.

   This policy, which is extended to those employed directly by the College, will be extended insofar as possible to include contractual agreements with contractors, vendors, and suppliers.

2. Any employee, potential or existing, may request and receive those standards and procedures which govern employment practices including tests used and the criteria about which qualifications for appointment, retention, and/or promotion are judged.

3. All vacancies except for maintenance and clerical support staff shall be listed prior to recruitment and at least thirty (30) days before appointment.

4. The College is required to make explicit its commitment to Equal Employment Opportunity in all recruitment announcements and advertisements.

5. The College will provide an opportunity for all of its nonprofessional staff to take up to six credits of college course work per semester at no cost to the employee except for required fees.

6. The Equal Pay Act of 1963 provides that all employees are entitled to equal pay for equal work.

7. Within the limits of Civil Service policies and subject to contractual agreements, it is the policy of the College to grant leave, including maternity leave, to all employees without penalty, regardless of marital status.

8. Any employee (academic and nonacademic alike), student, or candidate, who feels that he or she has been discriminated against, may initiate a complaint. All complaints must be in writing and should be addressed to the Affirmative Action Office in care of the President's Office, Ramapo College of New Jersey, P. O. Box 542, Mahwah, New Jersey 07430.

Hiring

Each academic unit follows its own procedures in accordance with general College policies.

1. The students in each academic unit play a substantive role in the recommendation of a candidate for a position.

2. Prior to the active consideration of any candidate, the directors of each academic unit advise each other of their respective needs, i.e., discipline, vacancies, and program needs.

3. The creation of inter-school supportive relationships and the immediate resolution of conflicts in the allocation of positions are two major objectives of the general hiring process.

4. During the final phase of the hiring process, the director of each academic unit will offer each faculty member in the College who is in the applicant's discipline the opportunity for reviewing the candidate's credentials or participating in an interview. In addition, expert advice outside the College may be sought.

5. After approval by the Vice President for Academic Affairs, a recommendation for appointment is drawn up by the director and forwarded to the President by the Vice President for Academic Affairs with his/her own recommendation. If a candidate is rejected by the Vice President for Academic Affairs and the academic unit still recommends hiring, the unit may appeal directly to the President.

6. The Vice President for Academic Affairs informs the Committee of Directors at its next meeting that the recommendation has been made.

7. After making his own decision, the President seeks the ratification of the College's Board of Trustees at its next meeting.

8. Rejection of a candidate by the Vice President for Academic Affairs, the President, or the Board of Trustees must be accompanied by a written explanation to those administrators through whom the candidate has been processed.

Qualifications for Rank

The following are minimum qualifications for academic rank. They are not to be considered to guarantee automatic appointment to a given rank, and they do not preclude a Board of Trustees from establishing higher qualifications.

The academic attainment level and professional experience requirements for academic rank are set forth in Article XV of the CURRENT AGREEMENT as follows:

"1. Instructor: An earned masters degree or its equivalent from an accredited institution in an appropriate field of study and enrollment in and actively pursuing an accredited terminal degree program in an appropriate field of study.

2. Assistant Professor: An earned doctorate or other appropriate terminal degree or its equivalent from an accredited institution in an appropriate field of study or completion of all requirements for the doctorate in an accredited institution except for the dissertation.

3. Associate Professor: An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and five years of professional experience.

4. Professor: An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and eight years of professional experience.

5. Distinguished Professor: As established by the Board of Trustees of each college, this rank is intended to provide for the individual who has demonstrated outstanding scholarship, teaching ability, or distinction in a field.

6. The State recognizes that individuals may present qualifications as to education and experience that their peers will adjudge to be the equivalent of the above qualifications although not corresponding to the letter.

7. The requirement of an earned doctorate or other appropriate terminal degree or its equivalent for promotion to the rank of Associate Professor shall not apply to faculty members employed in the colleges prior to September 1, 1968.

8. The requirement of an earned doctorate or other appropriate terminal degree or its equivalent for promotion to the rank of Assistant Professor shall not apply to faculty members employed in the College prior to February 22, 1974, nor shall such requirement apply to reappointment of such employees except for a reappointment conferring tenure. This provision shall not prejudice the rights of any employee should the New Jersey Supreme Court invalidate the Board of Higher Education's September, 1972, policies on tenure in the State colleges in regard to terminal degree requirements for tenure.

9. The above in no way implies that such affected faculty members will be promoted or reappointed automatically, nor does it place them at the top of any eligibility listing.

10. Faculty members who do not possess an appropriate terminal degree or its equivalent may be offered a reappointment conferring tenure under unusual circumstances when judged by the College Board of Trustees as being in the best interests of the College." (CURRENT AGREEMENT, pp. 21-22)

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND REAPPOINTMENT WITH TENURE

Article XIII, Section J, and Article XIV, Section 3, of the CURRENT AGREEMENT govern the appointment, retention, and promotion of employees:

a. The processes for appointment and reappointment of employees utilized in the College, if universally applicable, or in the division, department or similar unit in which the employee is employed shall be fairly and equitably applied to all candidates.

b. The process shall provide for consideration based on criteria appropriate to the College and the work unit.

c. The current and applicable process including a statement of such criteria shall be provided in written form for the understanding of all affected employees.

d. Contemplated changes in these processes shall be presented to the local union, views exchanged, and a constructive effort to resolve differences made prior to the recommendations of the President to the Board of Trustees for action, except that broad structural changes or major revisions of such procedures are understood to be negotiable between the local union and the College. The local union may also suggest changes in the process which shall be directed to the President or his/her designee.

Subject to budgetary considerations and to the overall interests of the college, and within the institutional guidelines noted herein, the following criteria--1) effective teaching, 2) scholarly achievement, 3) contribution to College and community, and 4) fulfillment of professional responsibilities--constitute necessary and, in combination, sufficient conditions for faculty reappointment.

Effective Teaching

We believe that the philosophy and institutional goals of the College provide us with the basis for developing criteria of evaluation. The following general concerns have been identified:

1. An awareness of one's self and one's values; of one's relationship to society and to one's identity.

2. Development of methodological proficiency and appropriate related skills.

3. Ability to deal intelligently and sensitively with value questions.

4. Capacity for approaching problems analytically, critically, and in a spirit of open inquiry.

5. Understanding of the relevance of both disciplinary and interdisciplinary study.

These are goals that, hopefully, pervade the entire College community and hence are relevant to the life of faculty members as well as students. Regarded as learning priorities, they suggest a structure for evaluating "effective teaching."

We understand that "effective teaching" may take place in a variety of settings both on and off campus, both in and out of classrooms. We suggest, furthermore, that a teaching activity may continue for the student even where the teacher is not actually present--e.g., as in independent study or field work. Finally, we do not pretend to have discovered some absolute and perfect definition of "effective teaching." Instead, we have sought a pluralistic and operational approach to evaluating teaching performance guided by the college-wide educational values summarized above and by certain contractual relationships as they exist between particular faculty members and the College.

a. Does the faculty member keep abreast of the development of knowledge in his or her field?

b. Does the faculty member communicate in a lucid fashion?

c. Does the faculty member design instructional experiences that bear a logical relationship to specific and clearly defined objectives which, in turn, can be intelligently defended?

d. Does the faculty member translate instructional plans into action?

e. Does the faculty member demonstrate versatility and flexibility in responding to student needs?

f. Does the faculty member attend to student motivation?

g. Does the faculty member stimulate students to ask analytical questions?

h. Does the faculty member encourage students' intellectual independence?

i. Does the faculty member promote free inquiry and discussion both in and out of the formal instructional setting?

j. Does the faculty member counsel students within his or her field of competence?

k. Does the faculty member help students to comprehend the key conceptual systems and methodologies in the particular areas of study?

l. Does the faculty member demonstrate an involvement with interdisciplinary thinking and concern for interdisciplinary activity?

m. Does the faculty member conduct student evaluation impartially?

n. Does the faculty member employ evaluative techniques that are consistent with instructional objectives?

To achieve both completeness and objectivity in evaluating effective teaching, these criteria shall be employed in a variety of ways, and in particular four

separate perspectives shall be sought; viz, student, colleague, self, and historic record:

1. An instrument(s) suitable for registering student response, particularly at the end of a course but not excluding such activity during a course if it seems suitable and desirable.

2. A suitable instrument for registering "colleague" response shall also be used. For our purposes, we define "colleague" in several different, though occasionally overlapping, categories, i.e.,

   - colleagues in the particular unit of the College,
   - the director of the unit or other responsible administrative officer,
   - colleagues in the same professional field,
   - colleagues from the institution across unit or professional lines, i.e., this may take the form of a "representative committee or team" for evaluation purposes (e.g., All-College Committee on Promotions, etc.).

3. A suitable instrument for self-assessment shall be used for recording the teacher's own goals and his/her own sense of their realization both generally and in specific courses. The latter assessment may occur at varying times during the semester but minimally at the beginning and end of the term.

4. An instrument, presumably a file, shall be used which offers a documentary record of teaching activities including but not limited to course syllabi, papers or project assignments, quizzes, and examinations used, etc.

Scholarly Achievement

This criterion refers to satisfactory progress towards the completion of terminal degree requirements in various fields and to participation in postdoctoral and/or other study or research programs.

Publication is often the result of scholarly achievement, but publication per se cannot be accepted as worthy of academic recognition. Publications must be evaluated in reference to their contribution to particular disciplines and as an indication of the growth of the author as a scholar. Performances and exhibitions in the fine arts should receive similar scrutiny.

Finally, personal research or creative work which does not result in publications or public display but enables a teacher to significantly broaden the scope and content of courses or to offer new courses is considered a scholarly achievement.

Contribution to College and Community

"Contribution to College" includes participation in committee work on the school, division, or campus level or working involvement in the governance structure. It can also entail serving in an advisory capacity to College organizations or contributing to the development of campus resources or to one's discipline by participation in appropriate organizations. In addition, the obtaining of grants for College developed programs is a contribution to the College.

"Contribution to Community" refers to developing College programs which respond to genuine community need or the generation of substantial community participation in existing College programs. It also entails participation by faculty members in community service and governmental organizations or service in consulting capacities in such organizations when this is relevant to their work at the College.

Fulfillment of Professional Responsibilities

The A.A.U.P. Statement of Professional Ethics, approved by the Council of the American Association of University Professors in April, 1966, and endorsed by the Fifty-second Annual Meeting as association policy, as stated below, can serve as the guidelines for determining if a faculty member is fulfilling his/her professional responsibility:

"1. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities places upon him. His primary responsibility to his subject is to seek and to state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.

2. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

3. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.

4. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.

5. As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in the light of his institution. When he speaks or acts as a private person, he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity,

the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." (Joughlin, L. ACADEMIC FREEDOM AND TENURE, University of Wisconsin Press, 1967, p. 88)

It should be noted that paid professional work or other activities outside the College irrelevant to teaching, scholarship, or usefulness within the College should not be regarded as the basis for academic reward.

It cannot be emphasized too much that the above factors only suggest the general guidelines of a deliberate, searching, and judicious evaluation of professional performance.

The above criteria will continue to apply to those receiving tenure. Each unit agrees that loss of tenure for "cause" will be a constant possibility. The performance of all faculty on tenure is subject to evaluation.

RENEWAL OF FACULTY CONTRACTS

Statement of General Policy

1. Ramapo College is aware that decisions affecting the renewal of contracts have serious implications for the livelihood of individual faculty members. The College administration will make every effort to insure that the policies and procedures outlined below will be expedited with dispatch and fairness.

2. The renewal of each single year contract and the fourth year tenure contract (for those faculty members who are governed under the three-year probationary period) or the sixth year tenure contract (for those members who are governed under the five-year probationary period) are subject to the provisions herein stated. Failure to renew a contract constitutes the severence of the faculty member from the full-time professional staff of the College. Normally, a renewal of contract carries with it a salary of the next higher step of the salary scale.

3. Promotion in rank is an automatic renewal of contract with a salary figure in the higher rank salary scale closest to and higher than the next higher step had the faculty member remained at the lower level.

4. The College shall have the right not to renew the contract of tenured or non-tenured faculty if either:

    a. There is a period of fiscal emergency and adequate funds are not available, or

    b. The services of the faculty member are no longer required by reason of changes in the educational program of the College.

5. Upon failure to renew contract for either of the above reasons, the College shall make a conscientious effort to use the services of the faculty member in some other school or division or capacity for which he/she has the necessary qualifications. If these services cannot be used at the time of failure to renew contract, the College will make a conscientious effort to give him/her first consideration for any new position to be filled in the future for

which he/she may have the necessary qualifications at the rank held when dismissed.

Contracts of Nontenured Faculty Members

1. The contracts of nontenured faculty members at Ramapo College are not routinely renewed.

2. Renewal must be demonstrated according to the criteria and evaluative procedures outlined herein.

3. Contracts for nontenured faculty members are annual.

Contracts of Tenured Faculty Members

1. "Faculty members shall be under tenure in their academic rank, but not in any administrative position, during good behavior, efficiency and satisfactory professional performance, as evidenced by formal evaluation and shall not be dismissed or reduced in compensation except for inefficiency, unsatisfactory professional performance, incapacity or other just cause and then only in the manner prescribed by subarticle B of article 2 of chapter 6 of title 18A of the New Jersey Statutes . . . ." (N.J. Assembly Bill No. 328, Section 3)

2. "No professor, associate professor, assistant professor, instructor, supervisor, registrar, teacher, or other persons employed in a teaching capacity, in any state college, county college, or industrial school who is under tenure during good behavior and efficiency shall be dismissed or subject to reduction of salary, except for other just cause, and after written charge of the cause or causes preferred against him signed by the person or persons making the same and filed with the Board of Trustees of said college or school and after the charge has been examined into and found true in fact by said Board, upon reasonable notice to the person charged, who may be represented by counsel at the hearing and have compulsory process to compel the attendance of witnesses to testify therein, as provided by law." (N.J.S. 18A: Subarticle B, Article 2, Chapter 6)

3. To provide the most careful consideration of academic due process in cases of dismissal of faculty on tenure or during the term of an appointment, the Board of Higher Education recommends for the guidance of the colleges the procedural stands in L. Joughlin, ed., ACADEMIC FREEDON AND TENURE. University of Wisconsin Press, 1967, pp. 40-45.

4. "Under guidelines established by the State Board of Higher Education, it shall be the responsibility of the board of trustees and the president of each State and county college, in conjunction with their faculty, to establish a formal procedure for the career development of all members of the professional staff including, but not limited to, a systematic and regular evaluation for the purpose of identifying any deficiencies, extending assistance for their correction and improving instruction." (N.J. Assembly Bill No. 328, Section 5)

Procedures for Renewal of the Contract of Nontenured Faculty Members

1. Individual recommendations for renewal of contract are made in writing and are normally initiated by the director of the faculty member's school or division. In addition, the Vice President for Academic Affairs or the faculty member himself/herself may initiate a recommendation for renewal of contract.

2. The director of the school or division forwards all his/her recommendations to the appropriate unit committee for its review and its recommendation.

3. The appropriate unit committee forwards all of its recommendations to the unit council. The unit council as a whole votes to recommend or to not recommend each individual candidate for renewal of contract.

4. The unit council forwards all of its recommendations to the President through the Vice President for Academic Affairs, who attaches his/her own recommendations.

5. The President forwards all of his/her recommendations for renewal of contract to the Board of Trustees through the Board's Personnel Policies Committee. The Board of Trustees makes the final decision.

6. When the Board of Trustees acts to reappoint or not to reappoint a faculty member, notice shall be given in writing in accordance with the appropriate dates set down in the current agreement between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO (See pp. 17-19, CURRENT AGREEMENT).

Resignation

Employees have an obligation in the matter of resignation. Except in the case of resignation for health or other reasons beyond the control of the employee, it is expected that he/she shall continue to serve until the completion of the academic year or for the term of his/her appointment (CURRENT AGREEMENT, Article XVI, Section A).

Retirement

Employees shall be retired no later than June 30 of the college year during which they become seventy years of age or earlier at their option. Conditions of retirement are set forth in the statutes governing the Teachers Pension and Annuity Fund, the Alternate Benefit Plan, or the Public Employees Retirement System as may apply. (Article XVI, Section C).

Transfer among State Colleges

1. With consent of the presidents and boards of trustees of both colleges, an employee may transfer from one State college to another without loss of employment rights. No employee member may be transferred against his/her will or penalized for refusal to transfer.

2. Under certain circumstances, it may become desirable for budgetary reasons or for the efficient operation of the College to transfer a tenured faculty member from a ten-month position to a twelve-month position. Such change shall

be made only with the consent of the faculty member (CURRENT AGREEMENT, Article XVI, Section B).

RAMAPO COLLEGE TENURE AND PROMOTIONS POLICIES AND PLAN

Forward

These policies and procedures are designed to enable Ramapo College of New Jersey to protect academic freedom, tenure, promotion, and the requirements of academic due process. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution. A college or university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge orthodoxy of content and method. In the words of the United States Supreme Court, "Teachers and students must always remain free to inquire, to study, and to evaluate, to gain new maturity and understanding, otherwise our civilization will stagnate and die." [1]

Procedural Standards

Although the College generally endorses the principles developed by the A.A.U.P. and outlined in the documents listed below, it also operates within New Jersey State Laws, and regulations affecting academic promotion and tenure, and where such laws and regulations differ from specific principles and procedures recommended by the A.A.U.P., these laws and regulations take precedence. Likewise, provisions incorporated in the current agreement between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO also take precedence over any conflicting recommendations incorporated in these A.A.U.P. publications:

a. "Procedural standards in the renewal or nonrenewal of faculty appointments: A report of committee A on Academic Freedom and Tenure"

b. "Joint Statements on Rights and Freedoms of Students"

c. "Statement on Government of Colleges and Universities"

Tenure Law: Title 18A, Chapter 60 and its Supplement, Chapter 163, Assembly Bill No. 328 of the New Jersey Statutes

Tenure in the State college is provided by law as follows:

1. . . .the following words and phrases shall have the following meaning:

   a. "Academic rank" means instructor, assistant professor, associate professor, and full professor.

   b. "Faculty member" means any full-time member of the teaching staff appointed with academic rank. Pursuant to rules promulgated by the State Board of Higher Education, other full-time professional persons shall be considered faculty members if they concurrently hold academic rank (Assembly Bill No. 328, Section 2).

---

1. A.A.U.P. Bulletin, Volume 58, No. 4, American Association of University Professors, Washington, D.C., December 1972, p. 432.

2. Faculty members shall be under tenure in their academic rank, but not in any administrative position, during good behavior, efficiency and satisfactory professional performance, as evidenced by formal evaluation and shall not be dismissed or reduced in compensation except for inefficiency, unsatisfactory professional performance, incapacity, or other just cause and then only in the manner prescribed by Subarticle B of Article 2 of Chapter 6 of Title 18A of the New Jersey Statutes, after employment in such college by such board of trustees for:

   a. five (5) consecutive calendar years; or

   b. five (5) consecutive academic years, together with employment at the beginning of the next academic year; or

   c. the equivalent or more then five (5) academic years within a period of any six (6) consecutive academic years. (Assembly Bill No. 328, Section 3).

3. The provisions of Section B (Assembly Bill No. 328, Section 3) . . .shall not apply to any faculty member who shall have acquired tenure prior to the second day of the 1973-74 school year. (Assembly Bill No. 328, Section 6).

4. Any nontenured faculty member presently employed by a State or County college or who begins employment in the 1973-74 school year may elect to be included under provisions of N.J.S. 18A: 60-1 (three-year probationary period) or the provisions of Section 3 of Assembly Bill No. 328. (Assembly Bill No. 328, Section 7).

   (At the beginning of the 1973-74 school year, all faculty members were requested to file an application, on or before 1 November, 1973, electing either the three- or five-year probationary period. This action was taken in accordance with the procedures set down in Section 7 of Assembly Bill No. 328.)

5. The provisions of Section 3 of Assembly Bill No. 328 shall apply to all faculty members beginning their employment after the 1973-74 school year. (Assembly Bill No. 328, Section 8)

6. Under the guidelines established by the State Board of Higher Education, it shall be the responsibility of the Board of Trustees and the President of each State and County college, in conjunction with their faculty, to establish a formal procedure for the career development of all members of the professional staff, including, but not limited to, a systematic and regular evaluation for the purposes of identifying any deficiencies, extending assistance for their correction and improving instruction. (Assembly Bill No. 328, Section 5)

Tenure Process at Ramapo

Following the terms of the contract, and in order to allow the maximum possible period of time for probationary personnel to demonstrate their qualifications for reappointment with tenure, the tenure process at Ramapo builds on the recommendations for reappointment that are made year by year, so that probationary staff receive maximum possible notice of their prospects for eventual reappointment with tenure. Thus, it will be normally our practice to remind staff members of the tenure process in

in every letter of reappointment and, wherever possible, to give advance notice of situations that may lead to a denial of eventual reappointment with tenure. Then, no later than 15 May in the fourth year of service for those faculty members who are governed by the five-year probationary period or in the second year of service for those faculty members who have elected the three-year probationary period, the following timetable and procedures shall be followed:

1. All individual faculty members with academic rank shall submit an application for tenure together with an up-to-date vita to the appropriate unit director or unit committee no later than 15 May of the fourth year of service and, where applicable, of the second year of service.

   (Note: For those faculty members who have elected the five-year probationary period, the fifth year contract of a nontenured faculty member who holds the rank of instructor is terminal unless he/she is promoted in rank in his/her fourth or fifth year of service.

   For those faculty members who are governed by the three-year probationary period, the third year contract of a nontenured faculty member who holds the rank of instructor is terminal unless he/she is promoted in rank in his/her second or third year of service.)

2. The appropriate committee of the unit shall carefully review all evidence and arrive at a decision based on the criteria for reappointment and reappointment with tenure (see Section 6) including references to the long-range plans of the unit and of the College.

   It is the policy of the College that a positive case for tenure be established. The lack of evidence to the contrary is not a sufficient reason for conferring tenure. Therefore, it is the obligation of the unit committee to provide adequate documentation including, but not limited to, an interpretation of student and peer evaluations in such a manner that a clear, concise, and comprehensive report is given for each candidate. A copy of the form(s) used in the evaluation process shall be attached. In addition, an evaluation of tutorial activity and/or field work supervision, when applicable, shall be part of the documentation.

3. Each applicant for reappointment with tenure shall have the right to request and receive a hearing before the unit committee.

4. Each applicant for reappointment with tenure who is not being recommended for tenure by the unit committee shall receive written notification, in advance of the deadline date for appeal at this level.

   Upon the request of the applicant for a hearing, the appeal shall be heard at a meeting of the unit committee and, in all cases, the applicant shall have at least forty-eight (48) hours prior notice of the scheduled hearing. A written summary report of the representations made at this yearing, signed by the unit committee chairperson, shall be incorporated in the final recommendation of the unit committee. A copy of that report shall be sent to the applicant.

5. The unit council will consider each recommendation for reappointment with tenure seriatim.

6. No later than 30 September, the unit director shall inform each applicant in writing of the unit's final recommendation.

7. No later than 30 September, the unit director shall forward all applications, unit recommendations, including supporting documentation, to the All-College Tenure Committee.

8. The All-College Tenure Committee shall have the right to consult with the unit committee, the unit director, or any faculty member requesting reappointment with tenure.

9. The All-College Tenure Committee shall treat each recommendation which comes to it as a new case, subject to thorough review and new judgment at its level. In such cases where the preliminary recommendation of the All-College Tenure Committee is not in concurrence with a recommendation received from the unit, the committee shall consult with the appropriate unit director and unit committee prior to passing on its final recommendation to the Vice President for Academic Affairs.

10. Each applicant for reappointment with tenure shall have the right to request and receive a hearing before the All-College Tenure Committee.

11. Each applicant for reappointment with tenure who is not being recommended for tenure at the All-College Tenure Committee level shall receive written notification in advance of the deadline date for appeal.

    Upon the request of the applicant for a hearing, the appeal shall be heard at a meeting of the All-College Tenure Committee and, in all cases, the applicant shall have at least forty-eight (48) hours prior notice of the scheduled hearing. A written summary report of the representations made at this hearing, signed by the All-College Tenure Committee chairperson, shall be incorporated in the final recommendation of the All-College Tenure Committee. A copy of that report shall be sent to the applicant.

12. No later than 14 November, the All-College Tenure Committee shall forward its own recommendation, including the unit recommendation and supporting documentation, for each applicant for reappointment with tenure, to the Vice President for Academic Affairs for referral and recommendation to the President.

13. No later than 21 November, the Vice President for Academic Affairs shall forward his own recommendation, including all the supporting documentation forwarded by the All-College Tenure Committee, for each applicant for reappointment with tenure, to the President, for referral and recommendation to the Personnel Policies Committee of the Board of Trustees.

14. In such cases where the Vice President for Academic Affairs and/or the President do not concur with a positive recommendation received from the All-College Tenure Committee, the Vice President for Academic Affairs and/or the President shall notify the chairperson of the All-College Tenure Committee and the applicant in writing.

    The applicant(s) may request and receive a conference with the Vice President for Academic Affairs and/or the President at which he/she may appear individually

or (at the applicant's request) with the chairperson of the All-College Tenure Committee or his/her designee. In all cases, the applicant(s) shall have at least forty-eight (48) hours prior notice of the scheduled conference. This conference shall be held prior to a recommendation being submitted by the President to the Personnel Policies Committee of the Board of Trustees.

15. No later than 1 December, the President shall forward his recommendations for tenure actions to the Personnel Policies Committee of the Board of Trustees.

16. The Personnel Policies Committee of the Board of Trustees may meet with the All-College Tenure Committee or with other individuals or committees prior to passing on its recommendation to the Board of Trustees.

17. In such cases where the preliminary decision of the Personnel Policies Committee of the Board of Trustees is to reject a positive recommendation received from the All-College Tenure Committee, the Personnel Policies Committee of the Board of Trustees shall notify the chairperson of the All-College Tenure Committee and the applicant(s) in writing.

    The applicant(s) may request and receive a hearing before a joint meeting of the All-College Tenure Committee and Personnel Policies Committee of the Board of Trustees to speak in support of his/her request for reappointment with tenure. In all cases, the applicant(s) shall have at least forty-eight (48) hours prior notice of the scheduled meeting.

18. Tenure will be granted by the Board of Trustees, which has a legal right to accept or reject any recommendation.

19. No later than 15 December, all applicants for reappointment with tenure shall be notified, in writing by the President of the Board of Trustees' final recommendation.

20. Claims of violation of procedure by an applicant for reappointment with tenure are provided for in Article VII, Section G6, of the current contract between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO:

> Claims of violation of procedure by any promotion or retention committee must have been reported to the president of the college by the individual grievant within seven (7) days from the date on which such claimed violation took place or seven (7) days from the date on which the individual grievant should have reasonably known of its occurrence. In the event of failure to report the occurrence within such seven- (7) day period, the matter may not be raised in any later grievance contesting the validity of such committee's recommendation or any action based thereon.

All-College Tenure Committee

In view of the fact that tenure decisions are of such nature as to have significant impact on the long-range development of the College, there shall be an All-College Tenure Committee established to coordinate the recommendations for reappointment with tenure from all the units and to make recommendations, in regard to the reappointment with tenure, for all applicants.

The committee shall be composed of: one faculty member and one student elected from each school and division (including the Learning Center) and the chief academic administrative officer beneath the President (or his designee).

The AFT has the right to appoint one employee-representative to the All-College Tenure Committee. The employee-representative shall be selected by the procedure established in Article IX, Section D of the current contract between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO:

> The Union shall have the right to appoint one employee representative to each College-wide committee of each State college, said representative being selected by a procedure established and administered by the UNION, consistent with the purposes of each of said committees and with any term of office uniformly designated for other committee members.

Members of the tenure committee serve two-year terms. Each year half the members are replaced, ensuring continuity from year to year.

All members of the faculty are eligible for membership on the committee except those who are under consideration for tenure in that academic year. As more staff are reappointed with tenure, at least three out of every five appointments to the committee shall be limited to the staff in this category.

The committee shall apply uniform standards, as much as possible, to all candidates, keeping in mind the different philosophy of each unit.

Cases involving both tenure and promotion shall be considered by a joint meeting of the All-College Tenure Committee and the All-College Promotions Committee.

A Tenure Plan for Ramapo 1973-82

The overall needs of the College require that as enrollment expands and programs develop we retain a degree of institutional flexibility. This flexibility can be pursued through adoption of the plan outlined below. Through this plan we shall build up a strong nucleus of tenured staff to give a firm basis for our continued development, and at the same time we shall retain a sufficient number of vacancies in any year to enable us to modify our academic programs in response to changing needs and changing goals of the College. Just as these needs and goals may change in the future, so also the tenure plan itself may change over time. Hence, in adopting this plan at this time, we note that it should be subject to continuing review and modification in the future.

1. Limited Appointments: In order to maintain a desired flexibility in our academic program, and as a means of bringing on to the staff a number of qualified scholars and professional men and women who would otherwise not be available to the College, we plan to set aside approximately ten (10) percent of our authorized lines for full-time appointments of limited duration. Examples of appointments in this category will include (a) initial appointment of graduate students at the rank of instructor, (b) appointment of visiting professors from other colleges and universities for a semester or two, (c) appointment of professional men and women on leave of absence from

their regular employment, and (d) appointment of scholars who have retired from full-time position at other colleges and universities. Appointments in these categories, and other similar categories, will often be for just a single year. At the time of initial appointment it will be acknowledged and made clear that appointments in this limited category will rarely, if ever, lead to eventual reappointment with tenure.

2. Part-time Appointments: We shall also set aside some ten (10) percent of the authorized lines for the purpose of hiring well qualified part-time staff and for making use of regular staff on an overload basis. By definition no part-time staff appointment will carry tenure eligibility. Just as is the case with the category of Limited Appointments, this category of Part-time Appointments will enable us to make use of staff who would be unavailable for full-time positions, and it will permit us to explore emerging areas of academic interest without extending any tenure obligations to the staff members involved.

3. Regular Appointments: All existing full-time faculty of the College holding regular appointments will be subject to the stringent evaluation procedures outlined in other sections of this tenure plan, and any previous stipulations agreed with them in advance regarding requisite qualifications for eventual tenure eligibility will remain in effect.

   Faculty appointed to regular appointments in the future will be advised that their prospects for eventual reappointment and promotion in rank will ordinarily depend upon their achieving the terminal degree in their respective fields of study in addition to satisfying other criteria outlined in this tenure plan. Any planned departures from the terminal degree requirement will be so noted at the time of initial appointment.

Until there are policies to the contrary adopted by the Board of Trustees, the procedures listed in this section of this document constitute the procedural guidelines for the efficient operation of the All-College Tenure Committee. (Adopted by the 1973-74 All-College Tenure Committee).

All-College Tenure Committee Procedures

1. Quorum: A quorum is had when one more than fifty (50) percent of the voting members are present.

2. On procedural questions a simple majority of the quorum is sufficient to carry the vote.

3. For final recommendations on reappointment with tenure, an affirmative vote of fifty (50) percent plus one of all voting members of the committee is required.

4. Voting will be by secret ballot.

5. The committee may ask any unit council to replace any member who misses two consecutive meetings.

6. The Vice President for Academic Affairs or his delegate is a nonvoting member of the All-College Tenure Committee.

7. No mention of voting tallies shall be made in recommendations submitted to the Vice President for Academic Affairs.

8. All recommendations, whether in favor of granting or not granting tenure, shall be forwarded by the unit director to the All-College Tenure Committee.

9. In addition to the materials listed in Section 7B, each unit shall submit the following:

   a.) All pertinent correspondence,

   b.) All minutes of meetings at which the recommendation for tenure were discussed,

   c.) A summary of the decision-making process with reference to key documents employed in all cases,

   d.) Written substantiation for all positive recommendations. Thus, for each applicant, the written substantiation shall contain the committee's evaluation of the applicant's

      1. Effective teaching,

      2. Scholarly achievement,

      3. Contribution to College and community,

      4. Fulfillment of professional responsibilities.

Promotion of Professional Staff

The basic procedures and timetable to be followed in promotions of the professional staff of a New Jersey State College are outlined in Article XIV of the CURRENT AGREEMENT between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO. This section of the contract includes the following provisions relating to the timetable and procedures that must be followed in matters of professional staff promotion:

1. Faculty members whose qualifications meet or exceed the requirements for higher academic rank set forth in Article XV shall be eligible for promotional consideration to that rank.

2. An eligible faculty member may make written application for promotional consideration on or before November 1st. The application may be accompanied by any substantiating documentation which the individual cares to submit. Nomination of a faculty member for promotional consideration may be made by other than the individual.

3. The process of promotional consideration utilized in the College, if universally applicable or in the division, department or similar unit

in which the faculty member is employed, shall be fairly and equitably applied to all applicants and nominees. The process shall provide for consideration based on criteria appropriate to the College and the work unit. The current and applicable process, including a statement of such criteria, shall be provided in written form for the understanding of all affected faculty members. Contemplated changes in these processes shall be presented to the local Union, views exchanged and a cooperative effort to resolve differences made prior to the recommendations of the President to the Board for action, except that broad structural changes or major revisions of such procedures are understood to be negotiable between the local Union and the College.

The local Union may also suggest changes in the process which shall be directed to the President or his/her designee.

4. At each college the committee charged with the final evaluation of promotion applications will be informed by the President or his/her designee of the number of promotions available at the various ranks for that unit of the College as a whole and will submit its recommendations to the President or his/her designee. Should the President decide to make a recommendation for promotion to the Board of Trustees which is inconsistent with the recommendation of the final committee, he or she shall provide the committee with his/her reasons for that action.

5. Final recommendations shall be made to the President on or before February 1st and shall include all pertinent information concerning the applicant.

6. The final recommendations shall be made known to any applicant or nominee in writing within two (2) days after submission to the President.

7. A faculty member may initiate a grievance at Step Two (2) concerning the application based on an allegation that, after timely filing of his/her application, the promotional procedure was violated or that there was a breach of the rights of the faculty member set forth in Article II concerning discrimination or in Article V concerning academic freedom, within seven (7) days after receipt of the final recommendation to the President. Such a claim, if sustained, will result in reprocessing of the application on an expedited basis. A final recommendation in such case shall be made to the President not later than March 1st.

8. Recommendations of the President to the Board of Trustees and the decisions of the Board shall be delivered in writing to the candidate by March 15th.

9. The promotional salary increase shall be at least equivalent to an increment in the salary range from which the faculty member has been promoted and shall be to a step in the range appropriate to the new academic rank effective in the next academic year.

10. This Article shall take effect for promotion consideration during the 1974-75 academic year (CURRENT AGREEMENT, p. 19-21).

Promotion Process at Ramapo

1. All faculty members requesting promotion shall submit an application for promotion together with an up-to-date vita to the appropriate unit director or unit committee no later than November 1.

2. The appropriate committee of the unit shall carefully review all evidence and arrive at a decision based on the criteria for reappointment, reappointment with tenure, and promotion including reference to the long range plans of the unit and of the College.

3. It is the policy of the College that a positive case for promotion must be established. The candidate must demonstrate excellent performance in relation to the criteria for promotion. Hence, the unit should provide documentation demonstrating excellence in teaching effectiveness, scholarly achievement, contribution to College and/or community, and fulfillment or professional responsibilities.

4. Each applicant for promotion shall have the right to request and receive a hearing before the unit committee.

5. Each applicant for promotion shall have the right to appeal a negative decision of the unit committee either to that committee or to an appeals committee within the unit. Each applicant will be notified in writing of the unit committee's decision and will be given at least forty-eight (48) hours prior notice of any scheduled appeals hearing.

6. The unit council shall vote to recommend or not to recommend each candidate for promotion individually.

7. No later than November 21, the unit director shall inform each applicant in writing of the unit's recommendation and shall arrange for appeals to the appropriate unit committee. Forty-eight hours prior notice of an appeals hearing shall be given.

8. No later than December 1, the unit director shall forward all positive unit recommendations, including supporting documentation to the All-College Promotions Committee. By the same date, faculty members who have not been recommended for promotion by their unit and who wish to appeal to the All-College Promotions Committee shall forward their application and supporting documentation to the All-College Promotions Committee.

9. The All-College Promotions Committee shall have the right to consult with the unit committee, the unit director, or any other faculty member requesting promotion.

10. The All-College Promotions Committee shall treat each recommendation which comes to it as a new case, subject to thorough review and new judgment at its level. In such cases where the preliminary recommendation of the All-College Promotions Committee is not in concurrence with a recommendation received from the unit, the committee shall consult with the appropriate unit director and the unit committee prior to passing on its final recommendation to the Vice President for Academic Affairs.

11. Each applicant for promotion shall have the right to request and receive a hearing before the All-College Promotions Committee.

12. Each applicant for promotion who is not being recommended for promotion at the All-College Promotions Committee level shall receive written notification of his/her right to appeal by January 15.

    Upon the request of the applicant for a hearing, the appeal shall be heard at a meeting of the All-College Promotions Committee and, in all cases, the applicant shall have at least forty-eight (48) hours prior notice of the scheduled hearing.

13. No later than January 22, the All-College Promotions Committee shall forward its own recommendation, including the unit recommendation and supporting documentation for each applicant for promotion, to the Vice President for Academic Affairs for referral and recommendation to the President.

14. No later than January 23, the All-College Promotions Committee shall inform in writing, each candidate of its recommendation.

15. No later than February 2, the Vice President for Academic Affairs shall forward his own recommendation, including all the supporting documentation, as well as the recommendations and supporting documentation forwarded by the All-College Promotions Committee, for each applicant for reappointment with tenure, to the President, for referral and recommendation to the Personnel Policies Committee of the Board of Trustees.

16. No later than February 9, the President shall confer with the All-College Promotions Committee concerning recommendations at a meeting between himself and the committee.

17. No later than February 15, the President shall forward his recommendations and supporting documentation, together with the recommendations and supporting documentation forwarded to him by the All-College Promotions Committee to the Personnel Policies Committee of the Board.

18. No later than March 15, the Personnel Policies Committee of the Board shall meet with the President, the Vice President for Academic Affairs, the chairperson of the All-College Promotions Committee and a member of the All-College Promotions Committee selected by the committee to discuss the applications for promotion.

19. Promotion will be granted by the Board of Trustees, which retains its legal right to accept or reject a recommendation.

20. No later than March 15, all applicants for promotion shall be notified, in writing, of the Board of Trustees' final decision.

21. Claims of violation of procedure by an applicant for reappointment with tenure are provided for in Article VIII, Section G6 of the CURRENT AGREEMENT between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO:

> Claims of violation of procedure by any promotion or retention committee must have been reported to the President of the College by the individual grievant within seven (7) days from the date on which such claimed violation took place or seven (7) days from the date on which the individual grievant should have reasonably known of its occurrence. In the event of failure to report the occurrence within such seven- (7) day period, the matter may not be raised in any later grievance contesting the validity of such committee's recommendation or any action based thereon.

All-College Promotions Committee

The All-College Promotions Committee will consist of one faculty member from each school and division, one representative of the administration appointed by the President, and one student elected by the student representatives of the College Senate.

The AFT has the right to appoint one employee-representative to the All-College Promotions Committee. The employee-representative shall be selected by the procedure established in Article IX, Section D of the CURRENT AGREEMENT between the State of New Jersey and the Council of New Jersey State College Locals, NJSFT, AFT, AFL-CIO:

> The Union shall have the right to appoint one employee-representative to each College-wide committee of each State College, said representative being selected by a procedure established and administered by the UNION, consistent with the purposes of each of said committees and with any term of office uniformly designated for other committee members.

Committee members will serve two-year terms without the possibility of repeating until they have been off the committee for two years.

All-College Promotions Committee Procedures

The following statements contained in the report of the All-College Promotions Committee of February 22, 1974, indicate the procedures followed by the All-College Promotions Committee up to the present date. Until there are policies to the contrary adopted by the Board of Trustees, the following should serve as guidelines for the operation of the All-College Promotions Committee:

> "The committee examined and discussed the credentials of each faculty member at least twice before coming to a preliminary vote. If that vote was not unanimous, further discussion ensued and often Directors of Schools or other Unit representatives were called upon to provide additional information and evaluative material for the committee. In many instances the raw student evaluation forms were examined and in all cases computerized numerical summaries of student evaluations were discussed. Committee deliberations continued until a consensus was reached. Consequently, all recommendations, pro or con, are unanimous.
>
> In arriving at these recommendations the committee agreed that outstanding teaching was a sine qua non for promotion. We are convinced that all of

the candidates receiving our endorsement have demonstrated consistently excellent teaching. In addition, the committee evaluated scholarly achievement and contribution to the College. Here, too, the committee sought evidence of outstanding performance, though the stringency of our standards varied according to the rank being sought.

While the committee was aware of the contractual guidelines relating to years of professional experience and terminal degree status, we did not treat these as determinative factors in our deliberations. Indeed, some of the candidates we are supporting do not literally fulfill these guidelines. In these cases, however, we are convinced that their performance entitles them to promotion and that a legalistic adherence to the guidelines would be an injustice.

In addition to the foregoing general description of committee procedures and standards, it is important to note that the committee evaluated candidates for each rank separately with different models in mind. It was agreed that candidates for full professor would have to demonstrate mature scholarship and proven leadership in the area of contribution to the College. Indeed, maturity was a word much discussed by the committee in relation to candidates for full professor, and while it would be difficult to precisely define what we collectively meant by it, it was a factor in our deliberations. Suffice it to say for the moment, that we feel that the people we are recommending for promotion to this rank were evaluated completely on accomplishment, with a notion that future promise was not sufficient.

In relation to promotion to the rank of associate professor, maturity as well as promise were considered. Clearly, no candidate is being recommended for promotion to the second highest academic rank who has not demonstrated a consistent track record of quality performance in relation to criteria, but herein, future promise was allowable. In fact, it was necessary. We feel that the candidates recommended for promotion to associate professor have both demonstrated high quality performance and show clear signs of developing to the level of maturity commensurate with the rank of full professor.

In relation to candidates for assistant professor, the committee placed more emphasis on promise. Certainly, promise alone was not sufficient, but the committee did not expect to find lengthy records of performance. Herein, outstanding teaching over a short period, coupled with developing scholarly credentials, and the beginnings of a record of significant contribution to the College were considered sufficient."

RELEASED TIME FOR FACULTY RESEARCH

The Academic Affairs Committee proposal passed by the College Senate on March 5, 1975, defines the following policy for research release time.

The released time for research is defined as a fraction of a full semester, no less than four (4) hours, nor more than six (6) hours for a semester. The remaining hours of teaching load in the semester are to be devoted to normal teaching responsibilities. (Note that research allocations are subject to availability of funds.)

Eligibility: Any member of the staff of the College appointed at instructor, assistant, associate, or professorial level who has been associated with Ramapo College for at least one year may in his/her second year or more of employment apply for paid released time for research in the third year of employment. The final award of funds for these purposes is contingent upon evidence that the funds and substitute staff are available.

Deadlines for Research Grants: Effective in the academic year beginning September, 1975, applications for released time should be submitted no later than 15 February for the following fall term and 1 September for the following spring term.

Application: Applications for released time should address the following points:

1. Evidence that the project would contribute to the faculty member's professional growth and classroom effectiveness as well as evidence of any potential impact on other academic programs in the College.

2. A description of the phases of the project and self-imposed deadlines expected to be met so that the project can be completed within the time allotted.

3. How, when, and where the project will be conducted including the use of special library facilities, and/or field research (national or international).

4. A stated commitment that results of the research project will be publicly shared either through conduct of colloquia at the College, a performance or exhibition, a published or unpublished paper or book.

5. A commitment to submit a written report on one's activities within three months after the end of the semester in which research leave or released time was granted.

6. An indication of the degree of preparation in which one has already engaged towards the project.

Other Procedural Requirements:

1. Committees at the unit level to consider released time shall consist of at least the director of the unit, one faculty and one student elected by the unit council. The committee proposal must be presented to the unit council for approval. Fina approval for the award of research grants must be received by the recipient in writing from the Vice President for Academic Affairs.

2. Release time monies may be used to free time for pursuit of degrees of study in a field other than one in which the recipient already holds a terminal degree. Application for such used should include copies of catalogs and evidence of application to other institutions if appropriate.

3. In exceptional cases funds for released time may be used for the

completion of terminal degree requirements.

4. In the event that an external funding source provides salary for the recipient of released time for research which exceeds that portion of the recipient's regular salary requested for release time, then the funds shall return to the research budget of the unit for redistribution.*

5. Units shall make every effort to provide advantageous teaching schedules and release from committee duties.

6. Funds for research are meant to cover a portion of a faculty member's salary. Any request from the College for additional funds, i.e., computer time, secretarial assistance, student research assistants, special library purchases, should be presented in a detailed and separate budget along with the application for released time. Supporting evidence must be provided for these used in the application. The Academic Affairs Committee proposal was passed by the College Senate 5 March, 1975.

OBLIGATIONS TO ATTEND SPECIAL MEETINGS AND COMMENCEMENT

The period of the ten-month contract extends from September 1 until June 30. During the thirty-two (32) weeks of the two academic semesters, a Ramapo faculty member can reasonably expect to spend at least four (4) full days each full week on campus. Outside of the scheduled thirty-two (32) weeks of the academic semester, faculty members are obliged to attend commencement exercises and other special meetings called by the President of the College within the ten months for which satisfactory prior notice is given. Where, due to special circumstances, a faculty member is unable to attend commencement or special meetings, prior arrangement is made with the director of his/her unit, who informs the Vice President for Academic Affairs.

OFFICE HOURS FOR STUDENT CONSULTATION

Faculty members shall post and maintain a minimum of three regular office hours per week. Additional consultation with students beyond these hours will be by appointment.

STATEMENT CONCERNING CONDUCT, RESPONSIBILITY AND DUE PROCESS

The following rules and procedures have been promulgated by members of the Ramapo College community in the interest of maintaining order on the campus and guaranteeing the broadest range of freedom to each member of the community. These rules reasonably limit some activities and proscribe certain behavior which is harmful to the orderly operation of the institution and the pursuit of its goals. Each member of the community shares a common interest in personally upholding these rules and regulations and participating in their enforcement.

1. General Application of Rules - The rules included herein shall govern the conduct of students, faculty, and other staff, vendors, invitees, and all other persons, whether or not their presence is authorized, upon the Ramapo College campus and also upon or with respect to any other premises or property, under the control of Ramapo College, used in its teaching, research, administrative, service, cultural, recreational, athletic, and other programs and activities.

* To be taken up at a subsequent Senate meeting.

2. Freedom of Speech and Assembly - No student, faculty, or other staff member or visitor shall be subject to any limitation or penalty for the expression of his views or for having assembled with others for such purpose. Peaceful picketing and other orderly demonstrations in public areas of ground and building will not be interfered with. Those involved in picketing and demonstrations may not, however, engage in conduct in violation of the provisions of the following sections. The College has an obligation to apply its rules equally to all persons. This does not mean that a college cannot prosecute some offenders because other offenders have not been identified.

3. Proscribed Conduct - No person, either singly or in concert with others, shall:

   a. Employ force or violence or the threat of force or violence against persons or property--public or private;

   b. Use or possess weapons or any material dangerous or detrimental to public safety;

   c. Physically occupy a building or office or other college-related facility for the purpose of, or with the result of, hindering others from its assigned use;

   d. Physically block doorways, corridors, stairways, elevators, reception areas, driveways and roadways, walks, parking areas or congregate so as to disrupt normal use of College or private facilities or property;

   e. Interfere with classes, hearing, or other College activities by harrassing or disruptive tactics--violent or nonviolent;

   f. Fail to comply with the directives of College authorities or their designees in the discharge of their assigned duties in relation to any herein mentioned actions or situations;

   g. Refuse to produce satisfactory identification when requested by lawful authority.

4. In addition to the above listed proscriptions, the following shall also apply:

   a. Alcoholic Beverages: The unauthorized or illegal use of alcoholic beverages on the Ramapo College campus or any unit thereof is prohibited;

   b. Drugs: The use, possession, sale, or being under the influence of illegal narcotics, chemicals, psychedelic drugs, and other dangerous or illegal drugs or substances on Ramapo College premises is strictly prohibited;

   c. Gambling: Illegal gambling on campus is prohibited;

   d. Theft: The College authorities will take disciplinary action against persons found to have committed acts of thievery on campus and will cooperate with duly authorized officials in the investigation and prosecution of persons committing maior acts of theft.

   e. Other Illegal Acts: All persons are advised that local, county, State, and Federal enforcement agencies have jurisdiction on the College campus and that the College authorities will cooperate with these agencies to uphold the law.

Persons adjudged guilty of violating these prohibitions will be subject to all applicable civil and criminal penalties. College-connected persons will also be subject to College disciplinary action, which may include suspension or dismissal.

5. Enforcement Program - The President shall be responsible for the enforcement of these rules, and he shall designate other administrative officers to take action in accordance with these rules when required or appropriate.

   It is not intended by any provision herein to curtail the right of students, faculty, or staff to be heard upon any matter affecting them in their relations with the institution. In the case of any apparent violation of these rules by such persons which does not pose any immediate threat of injury to person or property, the President or his designee must make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues which may be presented. In doing so such persons shall be warned of the consequences of persistence in the prohibited conduct.

6. Procedures - Faculty, staff, visitors, and vendors.

   a. A faculty or staff member accused of violations of College regulations shall be accorded a hearing in accordance with the procedures adopted by the College.

   b. A staff member in the classified category of the Civil Service, who is accused of violations of College regulations, shall be accorded a hearing in accordance with Civil Service Statutes and Provisions.

   c. A visitor, vendor, or other person shall be accorded a hearing in accordance with general regulations adopted by the College.

7. Procedures - Students.

   a. A student accused of violation of College regulations shall be given timely notice of the charges against him/her. The charges shall be in writing and shall be sufficiently precise to enable the student to understand the basis of the charge and to give him an opportunity to prepare a defense.

      1) The bringing of charges.

         a) Charges may be made by any person on campus;

         b) Charges shall be presented in writing to the Dean of Students by the person making the charges;

         c) The Dean of Students shall notify the alleged violator in writing of the specific charges against him/her;

         d) In his/her defense the student may submit to the Dean of Students such statements, records, or any other information--including the reports of witnesses--bearing on the charges brought against him/her;

         e) The Dean of Students will review the facts pertaining to the charges and shall make such disposition as he/she deems appropriate. Penalties which include dismissal or suspension must be reviewed by the Hearing Board or its executive committee.

2) Should the student deny the alleged violation and elect to appeal the disposition of the Dean of Students, he/she may request a hearing by writing to the chairperson of the Hearing Board (see below). The decision of the Dean shall remain in effect until the Hearing Board renders a decision. If a student acknowledges the charges against him/her but wishes to appeal, the penalty proposed by the Dean of Students, he/she may elect to appear before the executive committee of the Hearing Board consisting of three (3) persons representing the various constituencies of the Hearing Board, one of whom shall be the chairperson of the Hearing Board.

8. Campus Hearing Board - The procedures and powers of the Campus Hearing Board are as follows:

a. A Campus Hearing Board comprised of four (4) members of the professional staff, four (4) students, and one (1) member of the classified Civil Service shall be established to review actions taken against alleged violators. All Board members shall be democratically elected by their peers for terms of one (1) year. The Board shall elect one (1) of its members to serve as chairperson.

b. Any person wishing a full review of the charges and penalties awarded against him/her because of an alleged violation of College rules shall be entitled to request a meeting of the Hearing Board. Upon receipt of a written request, the chairperson shall convene the Board within ten (10) days. The Board shall proceed to assemble all relevant information, shall call witnesses, take statements, complete its investigation, and render a decision. The decision may be appealed to the President of the College. The President shall have the right of final review in all cases.

The hearings of the Board shall be confidential unless the person charged requests a public hearing. Records of the Hearing Board shall not be released or otherwise made public, other than to authorized College officials.

9. Penalties - A person who is adjudged to have violated any applicable rule of the College shall:

a. If he/she is a vendor or invitee, have his/her authorization to remain upon the campus or other property withdrawn and shall be directed to leave the premises. In the event of his/her failure or refusal to do so, he/she shall be subject to ejection.

b. If he/she is a trespasser or is found violating rules governing visitors, be subject to ejection.

c. If he/she is a faculty member having a term or continuing appointment, be guilty of misconduct and be subject to dismissal or termination of his/her employment or such lesser disciplinary action as the facts may warrant, including suspension without pay, or censure.

d. If he/she is a staff member in the classified service of the Civil Service, be guilty of misconduct and be subject to the penalties prescribed by Civil Service law.

e. If he/she is a staff member other than one described in paragraphs "c" and "d", be subject to dismissal, suspension without pay, or censure.

f. If he/she is a student, be subject to disciplinary action as the facts of the case may warrant, including warning, suspension, probation, loss of privileges, reprimand or expulsion, and reparations for damages.

10. The Concept of Double Jeopardy - It should be noted that the College adjudicatory system is not a court of law and should not attempt to operate in place of civil authority. In this respect, a portion of a report by the American Bar Association is appropriate:

> "The Commission elsewhere in this Report records its view that university rules may appropriately overlap certain State and Federal statutes, and that the concept of double jeopardy does not limit the scope of a university's rules. Thus, a student who disrupts a classroom in a manner that subjects him to a general statute applicable to assault and battery may also appropriately be subject to university disciplinary processes as well. Conversely, the fact that certain student conduct is not necessarily subject to any State or Federal statute does not make it inappropriate for a college to forbid such conduct . . . the relation of college rules to general laws is therefore largely coincidental."

11. Traffic Violations - Regulations governing vehicular traffic on campus are available in the Campus Security Office. All persons who operate a motor vehicle on campus at any time during the academic year are required to register such vehicles and to display the appropriate registration decal or visitor's permit.

Violators of traffic regulations shall be issued citations which must be returned to the Business Office within fifteen (15) school days of the issuance of such citation. Violators shall be fined five dollars ($5.00) for each of the first, second, and third citations received during the academic year.

Persons who fail to register a vehicle or display a registration decal or visitor's permit shall be fined ten dollars ($10.00).

Upon the issuance of a fourth citation during the academic year, violators shall be referred to a Traffic Committee of the Campus Hearing Board. The Board shall have the authority to waive or adjust citations and authority to restrict or deny on-campus parking privileges.

Persons who receive citations who wish to contest these citations may go directly to the Supervisor of Safety and Security, who shall exercise discretion in the disposition of such citations. The Supervisor shall report such dispositions to the Traffic Committee of the Hearing Board. If satisfactory resolution is not reached at this point, violators may appeal in writing to the Traffic Committee.

12. Emergency Procedures - When actions of individuals constitute a clear and present danger and such actions do not cease after warning by authorized personnel, the President or his designee may cause the ejection of the violator from any premises which he/she in such violation and shall initiate disciplinary action as herein provided.

The President or his designee may apply to the public authorities for any aid which he deems necessary, and he may request the Attorney General of the State

of New Jersey to apply to any court of appropriate jurisdiction for an injunction to restrain those involved in the violation or threatened violation of these rules.

13. Notification of College Rules and Procedures - Publication of these rules and procedures in the STUDENT HANDBOOK will constitute official notification to all members of the College community of their rights and responsibilities under College Rules and Regulations.

14. Amendment of College Rules and Procedures - Recommendations for future amendments to these rules and procedures may be initiated at any time by members of the College community following a procedure to be outlined by the College Senate. Approved proposals for such amendments will be forwarded for consideration by the Board of Trustees, which exercises overall responsibility for the operation and management of the College.

EVALUATING EFFECTIVE TEACHING: POLICIES AND PROCEDURES

Student Evaluation of Effective Teaching

Because the Ramapo College community believes that (a) the proper mission of the College is teaching, (b) that teaching effectiveness should be regularly evaluated; (c) that students should participate in this evaluation; (d) that this evaluation should be accomplished in a reliable and valid manner; and (e) that the results of this evaluation should be shared with faculty members, academic administrators, and students, the following policies and procedures for student evaluation of effective teaching shall be effected:

1. The teaching of each full-time and part-time faculty member shall be regularly evaluated by the students in his/her classes.

2. This evaluation shall take place as close, as practicable, to the end of each semester.

3. This evaluation shall take place in each of the instructor's classes.

4. The school or division of the instructor shall be acknowledged as the primary decision-making body responsible for analyzing and interpreting the date made available on teaching effectiveness.

5. Each school or division shall develop its own printed instrument for student appraisal. Copies of the form shall be submitted to the Vice President for Academic Affairs for approval.

6. Each unit shall develop a procedure for self-appraisal for instructors which is to be completed prior to the student appraisal and filed with the student appraisal for each class.

7. The administration of the evaluation instrument shall be by a student elected by the members of each class and coordinated by the director of the unit.

8. The instructors shall not be present in the classroom during administration of the evaluation.

9. The instructor may write a personal statement about the course being evaluated which is to be placed in a sealed envelope and given either to the student monitor or to the director's secretary. The instructor should clearly indicate the course title and reference number.

10. The completed forms shall be packaged, counted, sealed, and brought directly to the director of the unit, who will hold all forms until after grades have been given to the registrar.

11. The appraisal shall be tallied by the unit director or the appropriate committee from within the unit.

12. The unit director or appropriate committee may initiate faculty improvement policies in addition to evaluative procedures.

13. Copies of the summary report shall be forwarded from the unit director to the instructor, the Vice President for Academic Affairs, and the instructor's official personnel file. Raw data shall be maintained in the unit. The instructor has the right, under contract, to respond to the evaluation and summary for insertion into the personnel file.

14. Copies of the summary reports shall be made available to all students by being placed on reserve in the library. Wider publication (such as in the College newspaper) is permitted.

15. The summary reports shall be available in and a required part of any consideration of all personnel decisions at the unit and college-wide review levels.

Administration of Student Evaluation Forms

1. The instructor appoints a student monitor who will distribute, collect, count, package, and hand deliver the complete student evaluation forms to the unit secretary.

2. The instructor leaves the room while the evaluations are being administered.

3. The instructor may not see the completed student evaluation forms until he/she has submitted the grades for that course being evaluated.

4. The instructor may see the evaluation forms at any time after he/she has submitted his/her grades for that course. This request should be made of the unit secretary.

Unit Director Class Visitation and Evaluation of Effective Teaching

1. The unit director's evaluation shall be consistent with and address the considerations outlined in the College's definition of effective teaching, as recorded on Page IV - 8 of this document.

2. Distinction shall be carefully drawn between evaluation of classroom experiments and evaluation for personnel decisions, by prior arrangement with the faculty member being evaluated and the unit director.

9. The instructor may write a personal statement about the course being evaluated which is to be placed in a sealed envelope and given either to the student monitor or to the director's secretary. The instructor should clearly indicate the course title and reference number.

10. The completed forms shall be packaged, counted, sealed, and brought directly to the director of the unit, who will hold all forms until after grades have been given to the registrar.

11. The appraisal shall be tallied by the unit director or the appropriate committee from within the unit.

12. The unit director or appropriate committee may initiate faculty improvement policies in addition to evaluative procedures.

13. Copies of the summary report shall be forwarded from the unit director to the instructor, the Vice President for Academic Affairs, and the instructor's official personnel file. Raw data shall be maintained in the unit. The instructor has the right, under contract, to respond to the evaluation and summary for insertion into the personnel file.

14. Copies of the summary reports shall be made available to all students by being placed on reserve in the library. Wider publication (such as in the College newspaper) is permitted.

15. The summary reports shall be available in and a required part of any consideration of all personnel decisions at the unit and college-wide review levels.

Administration of Student Evaluation Forms

1. The instructor appoints a student monitor who will distribute, collect, count, package, and hand deliver the complete student evaluation forms to the unit secretary.

2. The instructor leaves the room while the evaluations are being administered.

3. The instructor may not see the completed student evaluation forms until he/she has submitted the grades for that course being evaluated.

4. The instructor may see the evaluation forms at any time after he/she has submitted his/her grades for that course. This request should be made of the unit secretary.

Unit Director Class Visitation and Evaluation of Effective Teaching

1. The unit director's evaluation shall be consistent with and address the considerations outlined in the College's definition of effective teaching, as recorded on Page IV - 8 of this document.

2. Distinction shall be carefully drawn between evaluation of classroom experiments and evaluation for personnel decisions by prior arrangement with the faculty member being evaluated and the unit director.

3. New members of the faculty shall be visited by the director at least once in each of the first three semesters that they are at Ramapo College. At least two written evaluations shall be prepared by the director in time for the re-appointment reviews. The initial evaluation shall be developmental and constructive. The director shall confer with the faculty member both before and after the class visitation.

4. After each class visitation, a preliminary written evaluation report shall be forwarded to the faculty member for discussion at a post-class visitation conference. The final class visitation report shall reflect the faculty member's understanding of the facts and will be deposited in that faculty member's personnel file.

V

STUDENT SERVICES

Organization

Student Services is composed of eight units:

Career Planning and Placement
Child Care
Counseling and Psychological Services
Health Services
Housing
Student Activities and Student Center
Veterans Affairs
Women's Center

In addition to their unit programs, staff members serve on numerous campus committees geared to provide the Ramapo student with the extra-classroom activities, support, and learning situations so central to the College's goals of personal growth and academic integrity. Student Services staff are particularly concerned with the promotion of a social and learning environment which is free, honest, and nonviolent.

The following descriptions serve to illustrate the specific activities of the various units.

Career Planning and Placement

The Office of Career Planning and Placement, opened in July, 1973, serves as the vocational and professional development complement to the more academic classroom experience and curriculum of the College. The office serves to help students make career choices and provides them with a realistic picture of the job market, as well as the requirements for entrance into particular fields, salary possibilities, and the job hunting skills so central to job acquisition. In addition, the office maximizes placement possibilities by inviting employers to the campus and by maintaining close contact with them.

The office's programs include meetings with students and career conferences. Individual and group meetings involving seniors, as well as lower level students, are geared to the identification of possible careers, the development of realistic expectations, and the acquisition of job hunting skills, including resume construction and interview techniques. Through the career conferences, representatives of various fields meet with groups of students and advise them of employment opportunities, requirements, and application procedures.

For the most part, students who have taken advantage of the individual meetings, as well as the group sessions, have secured or are well on their way to securing satisfying employment. Unfortunately, despite the office's efforts, many students have not availed themselves of career services until just prior to graduation, thereby greatly increasing the difficulty of job placement. It is hoped that through faculty referrals, mailings, and the relevancy of its programs, the office can assist a maximal number of students.

Child Care

The College operates a center which serves the children of students, staff, and faculty during the fall, spring, and summer semesters. Most of the children use the center on a "drop-in" basis which best accommodates the work or study schedule

of the parent. The center is well equipped and is staffed by two professional teachers. Students utilizing this service pay either $74 per semester or $1 per hour for each child using the center, plus an additional $2.50 per year insurance fee. In addition, the Ramapo Organization for Children (ROC), a student organization, supplements some of the activity and supply requirements of the center. To date, federal, state, and county funds have been unavailable to help reduce the operating costs assumed by parents.

Counseling and Psychological Services

The student population at Ramapo faces, within somewhat sheltered confines, those issues which confront most of us in our developing technocracy--challenges to traditional values and structures, be it the work ethic or the nuclear family, increasing alienation from our labors, or the task of creating meaning in our lives. These problems are heightened by the added developmental project of the late adolescent student of establishing autonomy and solidifying personal and vocational identities. There is tremendous pressure to consolidate and integrate past growth while striking out on new paths and forging new horizons. For some, academic endeavors may be seriously impeded; while for others, the ability to perform in the classroom is left relatively stable. But the pain and confusion remain. It is this pain--loneliness, confusion, anxiety, and often panic--to which the counseling staff is acutely sensitive.

The Ramapo counseling center seeks to approximate a Community Action model which provides the student with a maximally nutritive environment for growth and self-actualization and provides individual faculty and campus groups with positive input as to the psycho-social needs of the students.

In terms of direct service, the counseling center works to meet the needs of students on a variety of levels. It is a place for students to come for information, for brief discussions, for specific counseling on academic and vocational problems, and for more formal psychotherapeutic endeavors.

The counseling center is open from 8:30 a.m. to 4:30 p.m. No appointments are necessary. Faculty members are also encouraged to use the counseling center as a source of referral and for consultation on problems they may be encountering in working with a particular student.

Health Services

The Health Services center is a minimal medical care facility staffed by a full-time Registered Nurse and the part-time services of a physician. The center delivers minor medical treatment to students and handles emergencies; serious medical and emotional problems are referred to appropriate agencies.

Students come to the center with a wide range of problems. Frequently their physical difficulties are related to faulty dietary habits, lack of exercise, and poor sanitation. Stress and environmental changes also have a significant effect on the overall medical profile.

In order to respond to this multi-faceted health situation, Health Services is oriented to preventative medicine and to health education. The nurse evaluates the student's total physical and emotional need and focuses on alternative ways to

cope with existing problems. The physician deals with identified medical problems, dispenses appropriate medications, delivers treatment and makes referrals. Programs planned in the area of health education include in-service and community action programs, seminars, and a health fair. In addition, information on nutrition and economical food preparation is coordinated with a tutorial-sponsored food co-op.

A minimal cost gynecological clinic is in the planning stages for the 1974-'75 academic year.

Housing

In an effort to depart from traditional dormitory housing, Ramapo College has developed an apartment-style living complex for six hundred students. The majority of these students are housed in 2-bedroom apartments which accommodate four people. Eighteen 1-bedroom apartments are also available for married students.

The physical design of the apartment complex provides an excellent opportunity for the development of a living-learning community. Residents of apartments within each unit are able to plan activities of common interest. The Tenants Association, an organization comprised of a representative from each building and funded by the Student Activities Fee, provides an avenue of social programming and an opportunity for the discussion of tenant problems. In addition, a resident director lives in the apartment complex as do nine upper level resident assistants who are situated in close proximity to freshmen and sophomore residents.

Along with the advantages of the rather free style of apartment living come certain problems. A number of students initially find it difficult to adjust to their new responsibilities and freedoms. The lack of extensive rules and regulations; the absence of specifically stated hours and responsibilities; and the need to cook, clean, and shop cooperatively pose particular problems for many students. In most cases these difficulties are soon alleviated. However, if the student is unable to adapt to his/her new surroundings, student resident assistants and professional staff may become involved. Working with the resident director, the College counseling staff is available to assist resident students with personal, social, and academic adjustment problems. Counselors also work with student resident assistants to create an atmosphere conducive to intellectual and social learning.

Student Activities

The Student Activities unit of Student Services serves to coordinate all co-curricular events on campus. Its major function is to help students initiate and complete their desired projects, be they dance marathons for the March of Dimes or newspaper drives for the Environmental Club. Clubs and activities are funded through the Student Activities Fee. Specific requests for monies are made, and money is allocated through the Finance Board, whose membership is comprised solely of students.

Student Activities has evolved within the past two years from a few nonstructured student clubs and organizations to over forty very structured ones. The interest in traditional organizations, such as a yearbook club and a pre-legal society, was most evident during the 1973-'74 academic year when five such organizations were chartered.

The Student Activities staff works to facilitate and support student leadership. The major strength of the activities program lies in its responsiveness to students

and its acceptance of their interests. In many instances, students' interests are more traditional and less innovative than the College's academic program. For many students co-curricular events are their only contact with some form of the traditional way of life they find so essential.

Veterans Affairs

The Veterans Assistance Center is Federally funded under the direction of the U.S. Office of Education. The center serves Vietnam era veterans in all of Bergen County and parts of Sussex, Morris, and Passaic Counties. Its responsibilities include outreach recruitment, counseling, and referral. In addition, the center acts as liaison to the Veterans Administration by providing information on the GI Bill and application procedures and also intervenes when veterans encounter difficulties in obtaining government services. To compensate for some of the inadequacies of the GI Bill, Veterans Affairs has organized an emergency loan fund and a program in which participating local merchants provide a discount of 20 per cent on the sale of their merchandise. Also, a 2-credit course, "The Veterans Resource Seminar," is offered each semester, and through its group sessions veterans begin to recognize their problems and possible alternatives.

The center also coordinates a special education program for veterans with poor academic backgrounds, GED's, or lack of high school diplomas. This program has been designed to provide the interested veteran with a smoother transition back to school.

The Women's Center

In the fall of 1974 the newly expanded Women's Center will officially open in the D Wing opposite The Pub. The center will be headed by a part-time director and staffed by student aides. In addition, many members of the Ramapo community work in the center on a volunteer basis.

The center is a source of information and referrals on birth control, rape, marriage and divorce laws, housing, consciousness raising and self-help groups. Additionally, it provides—

A place where women of the Ramapo community can meet and rap informally;

A place where Women's Studies Programs may meet to share information and to propose and develop curriculum;

A place where new services and programs for women may begin or be developed;

A resource clearinghouse of information on new and ongoing projects of interest to women;

An extensive career library

A place for private counseling and public meetings.

Retirement Annuity

As a faculty member in a New Jersey State College, you are a participant in the annuity plans of the Teachers Insurance and Annuity Association (T.I.A.A.). You may also opt to participate in the College Retirement Equities Fund (C.R.E.F.).

T.I.A.A. is a non-profit, legal reserve life insurance and annuity company incorporated in the State of New York. Founded in 1918 by the Carnegie Foundation for the Advancement of Teaching, T.I.A.A. provides annuities and life insurance for the college world at low cost. The State of New Jersey matches 8% of the pension into T.I.A.A. through salary deductions.

C.R.E.F. is a separate, non-profit corporation companion to T.I.A.A., established in 1952 to provide retirement benefits based on common stock investments.

Policy holders can now invest all their contributions to T.I.A.A. or they can allocate 75% to T.I.A.A., 25% to C.R.E.F.; 50% to T.I.A.A., 50% to C.R.E.F.; or 25% to T.I.A.A., 75% to C.R.E.F.

Additional information and a brochure entitled Your Retirement Annuity are available from the college Business Office.

Life and Disability Insurance

Life and long-term disability insurance are provided at no cost to you. The life insurance benefits will be paid to the beneficiary you designate if your death occurs while you are insured, no matter how or where your death occurs. This policy is at three and one-half times your present salary.

The disability insurance provides a monthly income should you become totally disabled and unable to work for an extended period of time. During the period disability benefits are payable, a supplemental benefit is also payable which will be applied toward the cost of your retirement annuity so long as you remain disabled.

A brochure entitled Life and Disability Group Insurance Plan is available from the college Business Office.

Health Benefits

You will become insured as of August 21, 1974. If you enroll for dependents' coverage, their insurance will become effective on the same date as your own. It is strongly recommended that dependents be enrolled. Coverage is free for the employee and dependents.

The Health Benefits Program has been designed to give a well-rounded measure of protection against the financial burden that so often accompanies sickness or accidents. Basically, the Program is divided into two parts which work together to provide broad protection for you and your eligible dependents. They are:

1. Basic Plan

The Basic Plan consists of hospital care benefits under Blue Cross to meet hospital costs, including bed and board in a semi-private room, laboratory and x-ray services, drugs and medications, and use of virtually all hospital facilities and equipment. Surgical, dental surgical, medical, obstetrical and diagnostic benefits by Blue Shield are also included to cover more than 2,000 procedures, including certain procedures rendered in a doctor's office or a hospital out-patient department (Rider J coverage). The Basic Plan is provided by Hospital Service Plan of New Jersey.

2. Major Medical Insurance

Major Medical Insurance supplements the Basic Plan protection so as to give you the added financial assistance should costly sicknesses or injuries strike you or your dependents. Once you or a covered dependent has satisfied the deductible within a calendar year, the plan will pay 80% of all eligible expenses incurred by that individual during the rest of the year. This insurance is underwritten by the Prudential Insurance Company of America.

As an eligible employee, your own coverage costs you nothing. Your employer is paying the cost for both Basic and Major Medical coverage for you as an individual and also the cost of Medicare Part B for you if you are eligible for and covered by both Parts A and B of the Federal Medicare Program. Additional information and a brochure entitled Health Benefits for New Jersey Public School Employees are available from the college Business Office.

Pay-Checks

Salaries are distributed bi-weekly. Your Unit secretary will pick up the checks for the Unit on or about 11:00 a.m. every other Friday. The College does not maintain check cashing service. However, the local branch of Peoples Trust Company will cash checks for Ramapo College faculty and staff. The bank is located on Route 17 and West Ramapo Avenue, Mahwah.

Unemployment Insurance

All faculty members of Ramapo College are eligible for unemployment insurance. Maximum payroll deduction for this insurance is $10.50 per calendar year. A faculty member is not eligible to collect unemployment insurance if his or her contract was renewed for the upcoming year. Section 4-g of the New Jersey State Unemployment Compensation Law "Prohibits the payment of benefits during a period between two successive school years or terms to individuals performing service in an instructional capacity for institutions of Higher Education operated by public or non-profit organizations if the individual is under contract to perform such service for the succeeding period."

Credit Union

Ramapo College faculty and staff are now eligible to participate in the Passaic County Teachers' Federation Credit Union. The Credit Union is a mutual cooperative savings and lending organization owned and operated by its members. Its purpose is to encourage its members to save and to provide them a place to borrow at reasonable rates of interest usually lower than most other financial organizations. Membership is available to employees of Ramapo College and covers all members of

their family who live in their household. Payroll deductions can be used for savings or repaying loans or both. For further information call Mrs. Sacchi, Payroll Office, Extension 223.

The Library

1. Staff Participation in Collection Building

It is the policy of the library to correlate library purchases with curricular needs and, in particular, to elicit faculty recommendations for library acquisitions at early stages of course development. To do this, Reference/Bibliography Librarians have been assigned as liaison to each of the Schools and Divisions of the College. Working closely with faculty members, these librarians will utilize faculty book purchase recommendations, communications with faculty regarding individual course plans and directions, and their own familiarity with subject bibliography in order to build the library's current and retrospective collection in their assigned areas.

2. The Student as an Informed Library User

The Reference/Bibliography Librarians also provide the student with instruction in the use of the library both through individual guidance in the library and through classroom instruction. They will furnish classroom instruction at all levels, and strongly recommend that it be included in all "Scope and Methods" courses. Arrangements may be made through the Reference/Bibliography staff.

3. For Further Information

The library publishes a separate guide for faculty members detailing library philosophy, policies and procedures, organization, and available facilities and services.

Media Center

It is the purpose of the Media Center to expand the number of learning experiences available at the College. Located in the Library, it makes available a wide variety of motion pictures, slide, transparency, audio and video equipment for use by students and faculty. This equipment is for use both in the classroom and for individual study projects. In addition, self-instructional media materials can be used in specially equipped carrels adjacent to the Media Center and in carrels set up in other locations throughout the College.

The Media Center also provides many media production services. These include the preparation of everything from simple graphic materials, such as charts, transparencies, and photographs, to complicated films and recordings. Simple cameras and recorders are also available to both faculty and students so that they can produce instructional material on their own.

The rental of films and other media materials are coordinated by the Media Center. The Media Center is also responsible for large group projection, public address, and recording assignments.

Ramapo College Club

All faculty and staff members will be invited to join the Ramapo College Club located in the York Room in the Mansion. This area is furnished with comfortable lounge furniture and will be reserved primarily for use by College Club members. The main purpose of the College Club is to contribute to the social life of the College for faculty and staff members and their spouses. The College Club provides an atmosphere conducive to informal socializing for individuals or small groups. The Club will sponsor conversation hours and large scale parties. The Club will remain open and staffed Wednesday, Thursday, and Friday from 11:30 a.m. to 6:00 p.m.; members may drop in at any time for coffee or other liquid refreshments. The Club is financed and operated by its members. There is a dues structure for all members. It is hoped that all faculty will join the Ramapo College Club. For further details, please contact Mark Singer, OPI, or Vince Nardiello, Financial Aid.

Computer Services Department

The Ramapo College Computer Center is located in Room M-107 of the Mansion. On campus there is an IBM 1130 computing system from which services are available for the College community. Languages supported are 1130 FORTRAN IV, Assembler, and RPG. In addition to the local computer, the College can connect to the IBM 370 Model 158 at Educational Information Services (EIS) should the local computer be incapable of processing a given job. Currently the center is open from 9:00 a.m. to 4:00 p.m. with personnel available to run jobs. These hours will be expanded as need dictates. Computer Services personnel are available to lend assistance in projects and programming as time from their scheduled tasks allows. The Computer Services Department is anxious to serve the entire College community and welcomes any questions and/or suggestions relating to computer usage on the campus.

Office of Institutional Planning/Research/Analysis

The Office of Institutional Planning/Research/Analysis has several major responsibilities. These include conducting College evaluation efforts, analyzing and articulating College resource decisions, and assisting in the development of academic plans. The office also provides data for research activities of other agencies -- such as the AAUP, ACE, NSF, NJ BHE -- and for grant proposals. The responsibility for managing the accreditation self-study process is located with the Director of this Office.

Bookstore Procedures

Ernie Richman and Rose Cohen, franchisers of the College Bookstore (The Semester Shop, Inc. (201 825-2800)), have indicated that to facilitate the proper placing of orders and to insure correct delivery dates, they shall need book orders for the Fall semester by June 15, the Spring semester by November 21, and the Summer semester by April 12. Forms for ordering books are available from the Unit head. All supplementary book and supply orders should be sent directly to Mr. Richman. Under the contract agreement between the Bookstore and the College, the store

also buys and sells used books. In order to avail the students of this service, it is necessary to have textbook information at the specified times. Publishers no longer give bookstores the option of returning 100% of the merchandise purchased, but they have reduced return privilege to 20%. Consequently, careful consideration should be given before ordering books for classes. Faculty members are afforded a courtesy discount on books, supplies, and clothing. They should identify themselves to the cashier before the sale is rung up.

Release of Information to the Press

The Office of the President has the responsibility for disseminating all information to the press about the College. Press releases are issued continually to inform the general public about College matters. When an event is scheduled in advance, a minimum of two weeks notice is required to prepare and distribute the information.

In addition, when professional staff members represent themselves publicly in matters of a social or political concern, they should designate that the point of view expressed is their own and does not necessarily represent that of the rest of the College community.

Solicitation of Outside Funds

The Ramapo College Development Fund, a separate corporation, is chartered to receive donations to supplement programs which are not funded by the allocation of State monies. Although most of its resources are devoted to scholarships and loans for needy students, its Board of Directors is also eager, if contributions for such purposes are available, to fund special projects such as regional conferences, special training for faculty or students, honoraria for distinguished speakers, and so on. All applications for such funding are coordinated through the Office of the President.

Scheduling of College Facilities

1. All requests for the temporary use of instructional areas by staff and faculty members and their organizations should be telephoned to the scheduling officer in the Registrar's Office. Long-term reservations or requests involving additional College services (food, media, etc.) should be submitted on a Room Reservation Request form which is available from unit secretaries or from the Registrar.

2. All requests for the use of a) the Student Life Building, b) the main Student Lounge, c) the Cafeteria, and d) the Student Conference Room are to be directed to the Dean of Students.

3. All requests for the use of the Board Room in the Mansion are to be directed to the secretary of the President.

4. All requests for the use of athletic equipment and facilities will be processed by the Director of Athletics.

5. All requests for the use of College facilities by off-campus groups will be processed by the Office of the President.

Housing

There is no faculty or staff housing at the College. Housing for rent or purchase is readily available in the area through a wide variety of agents. As a College service, the Office of the President accepts listings from the community and makes them available to inquiring College personnel.

Administrative Manual

The Office of the Vice President for Administration and Finance is responsible for the formulation of the inter-divisional (basically non-academic) administrative procedures governing the operation of the College. Those procedures which have been put into writing are incorporated in an Administrative Manual. A copy of the Manual is maintained in each unit by the unit secretary. The following is a list of administrative procedures currently in effect with which you should become acquainted:

- Advances in Pay
- Advertising
- Appointment of New Faculty
- Attendance Reports
- Contracts with "Outside" Organizations
- Duplication of Material*
- Entertainment Expenses
- Field Trips
- Fire Procedures
- Food Service on Campus (other than for student activities)
- Keys
- Mail Service
- Normal Building, Furniture, Fixture Repairs and Changes
- Office Furniture
- Overtime
- Pickup/Delivery Service
- Purchasing and Supplies*
- Reimbursement of Expenses for Faculty Candidates
- Removal of Typewriters for Civil Service Examinations
- Room Reservations
- Staff Separation
- Student Work Aides
- Travel*
- Use of Campus Facilities by Off-campus groups
- Walls

*Please pay special attention to these procedures.

You will be notified as changes, additions, and deletions are made to the Manual. You are urged to read and become familiar with all College procedures. The Office of the Vice President for Administration and Finance will be happy to provide further information or clarification on policies and procedures as requested. Suggestions, criticisms, and proposals for new procedures are welcomed.

Duplication of Copyrighted Material

Copyright laws allow but one photograph copy of copyrighted material for scholarly purposes. The College recognizes and abides by this law.

Purchase of Supplies and Equipment

Supplies and equipment should be ordered through the Director of the School or Division. A purchase order must be typed and forwarded to the Business Office. No purchases are to be made without a purchase order.

Outgoing Mail

The College mail service is for purposes of business only. Staff members who have large College business mailings or packaging problems should consult with the head of the mailroom for advice on how to handle their orders expeditiously and economically.

INDEX

Academic freedom, IV-1
Academic honors, III-8
Academic integrity, violation of, III-7,8
Academic personnel policies, IV-1 to 34
Academic policies, III-1 to 21
Academic standing
  general definitions, III-6,7
  good standing, III-7
  not in good standing, III-7
Accreditation status, II-4,5
Administrative manual, VI-6
Affirmative action
  committee, II-26
  policy and plan, IV-5
Alcoholic Beverages, IV-30
All-College Committee on
  Affirmative Action, II-26
  Curriculum, II-27
  Promotions, II-27
  Tenure, II-29
Appointment & reappointment, IV-1 to 11
  appointment above step, IV-3
  notice of reappointment or nonreappointment, IV-3
  notice of nonrenewal of multi-year contract, IV-4
  period of, IV-2
  procedure, IV-1,2
  provisions of, IV-2
Appointments
  limited appointments, IV-20
  part-time appointments, IV-21
  regular appointments, IV-21
Assemblies
  faculty & student, II-18 to 22
Assistant professor, qualifications for, IV-7
Associate professor, qualifications for, IV-7

Board of trustees, II-5
Bookstore procedures, VI-4,5
Business services, office of, II-8

Campus Hearing Board, IV-32
Career Planning & Placement, office of, V-2
Child Care Center, V-2,3
College facilities, scheduling of, V-5
College organization, general provisions of, II-25
College Retirement Equities Fund, VI-1
College Senate, II-11 to 17
  general statement, II-11,12
  By-laws, II-13 to 17
Colloquia, faculty, III-11
Commencement, obligation to attend, IV-29
Community college--State college transfer articulation policies, III-20,21
Computer Services Department, VI-4
Concentrations, III-3,4
Conduct, proscribed, IV-30
Conduct, responsibility and due process, statement concerning; IV-29 to 34
Contribution to college and community, IV-10,11
Copyrighted material, duplication of, III-9; VI-6
Council of Directors, II-10
Counselling & psychological services, office of, V-3
Credit arrangement, III-8
Credit for prior experience, III-10
Credit through standardized tests, III-10
Credit union, VI-2,3
Criteria for appointment, reappointment and promotion with tenure, IV-8 to 12
  contribution to college and community, IV-10,11
  effective teaching, IV-8,9
  fulfillment of professional responsibilities, IV-11,12
  scholarly achievement, IV-10
Curriculum Committee, All-College, II-27,28

Day care (see Child Care Center)
Degree requirements, III-1 to 4
  course concentration, III-3,4
  degree plan, III-4
  learning skills, III-1,2
  scope and method courses, III-2,3
  senior interdisciplinary seminars, III-4
  total credit requirement, III-4
  tutorial, III-3
Development Fund, Ramapo College, II-6; VI-5
Directors
  Council of, II-10
  selection of, II-11
Distinguished professor, qualifications for, IV-7
Divisions and schools, organization of, II-10

Double jeopardy, concept
of, IV-33
Drugs, IV-30
Due process, conduct and responsibility,
statement concerning, IV-29 to 34
Duplication of copyrighted material,
III-9; VI-6

Educational Opportunity Fund Program,
III-9
Educational philosophy, III-1
Effective teaching, IV-8 to 10, 34
Employment rights, transfer of, IV-14
Evaluation of Faculty, IV-34 to 36

Faculty, appointment and
retention of, IV-1 to 14
Faculty Assembly, II-18 to 20
By-laws, II-19,20
Faculty Colloquia, III-11
Faculty contracts, renewal of;
criteria, IV-8 to 12
general policy statement, IV-12
nontenured faculty, IV-13
tenured faculty, IV-13
Faculty Organization of Ramapo
College, II-18
Faculty services, VI-1 to 6
Final examinations, III-8
Freedom of speech and assembly, IV-30
Fulfillment of professional
responsibilities, IV-11,12

Gambling, IV-30
Governance, III-29
College Senate, II-11 to 17
Faculty Assembly, II-18 to 20
Faculty organization, II-18
general provisions cerning, II-25
philosophy of, II-6
Staff Association, II-23,24
Student Assembly, II-18,21,22
unit, II-10,11
Grades, III-4,5
general policy, III-4,5
turning in of, III-5

Health benefits, VI-1,2
basic plan, VI-2
major medical insurance, VI-2
Health Services, Center for, VI-3,4

Hiring procedures, IV-6
Honors, academic, III-8
Housing
faculty, VI-6
student, V-4

Institutional Planning/Research/Analysis,
office of, VI-4
instructor, qualifications for, IV-7
Insurance
disability, VI-1
life, VI-1
major medical, VI-2
unemployment, VI-2

Learning skills, III-12
Library, VI-3
Limited appointments, IV-20

Mails, outgoing, VI-6
Maintenance, Department of, II-8
Majors (see Concentrations)
Meeting classes, III-9
Meetings, attendance at special and
commencement, IV-29
Media Center, VI-3

New Jersey Board of Higher Education, II-3
New Jersey Department of Higher
Education, II-3
Nonreappointment, notice of, IV-3,4

Office hours, IV-29
Organization and governance, II-1 to 29
general statement, II-2

Part-time appointments, IV-21
Passaic County Teachers Federation
Credit Union, VI-2
Pay checks, VI-2
Personnel Policies Committee of the
Board of Trustees, II-5
Planning and Research, Office of
Institutional, VI-4
Policies
academic, III-1 to 21
personnel, academic, IV-1 to 34
President, Office of, II-6,7
Press, release of information to, VI-5

Professor, qualifications for, IV-7
Professional responsibilities,
fulfillment of, IV-11,12
Prior experience, granting credit
for, III-10
Promotion of professional staff
All-College committee on, II-29;
IV-26
procedures, IV-26,27
criteria for, IV-8 to 12
general statement, IV-15,22,23
process, IV-24 to 26
Purchases of supplies and equipment,
VI-6
Psychological services, counselling;
office of, V-3

Ramapo College Club, VI-4
Rank, qualifications for
instructor, IV-7
professor, IV-7
professor, assistant, IV-7
professor, associate, IV-7
professor, distinguished, IV-7
Reappointment, IV-1 to 4
notice of, IV-3
provisions of, IV-2
Regular appointments, IV-21
Released time for faculty research,
IV-27,28
Renewal of faculty contracts, IV-12 to 15
general, IV-12
nontenured, IV-13,14
tenured, IV-13
Research, faculty released time for,
IV-27,28
Resignation, faculty, IV-14
Retirement
annuity, VI-1
general policy statement, IV-14
Rooms, reservation of, VI-5

Scheduling of courses
4-credit courses, III-8
2-credit courses, III-8
Scope and methods courses, III-2,3
Scheduling of college facilities,
VI-5
Scholarly achievement, IV-10
Schools and divisions, organization
of, II-10
Security, Campus; office of, II-8
Semester Shop (see Bookstore procedures)
Senate, College, II-11 to 17
By-laws, II-13 to 17
Senior interdisciplinary seminars, III-4
Solicitation of outside funds, VI-5 (see
also Ramapo College Development Fund)
Speakers for classes, III-9
Special meetings, obligations to attend, IV-29
Staff Association, II-23,24
By-laws, II-23,24
Student Activities, V-4,5
Student Assembly, II-18
By-laws, II-21,22
Student classifications, III-5,6
full-time, matriculated, III-6
part-time matriculated, III-6
special, III-6
Student schedules, III-8
Student Services, organization of, V-2
Career Planning & Placement, V-2
Child Care Center, V-2,3
Counselling & Psychological
Services, V-3
Health Services, V-3,4
Housing, V-4
Student Activities, V-4,5
Veterans' Affairs, V-5
Women's Center, V-5
Supplies and equipment, purchase of, VI-6
Student evaluation of faculty, IV-34 to 36

Teachers Insurance & Annuity Association
(T.I.A.A.), VI-1
Teaching effectiveness, criteria for
evaluation, IV-7,8
Tenure, IV-15 to 22
All-college committee, II-29; IV-19,20
procedures, IV-21
law, IV-15,16
plan, IV-20,21
process, IV-16 to 19
Theft, IV-30
Traffic violations, IV-33
Transfer among State colleges by
faculty, IV-14
Transfer students
community college transfer policy, III-20,21
learning skill degree requirement, III-2
tutorial, III-14,15
Tutorial program
general statement, III-11,12
goals, III-12
policy, III-18 to 20
program, III-15,16
structure, III-13,14
transfer student, III-14,15
tutor, III-15
degree requirement, III-3

Unemployment insurance, VI-2
Unit governance, II-10

Vacancies, faculty, IV-4
Veterans' Affairs, V-5
Vice President for Academic Affairs, office of, II-7
Vice President for Administration and Finance, office of, II-8

Weather, cancellations due to, III-9
Women's Center, V-5